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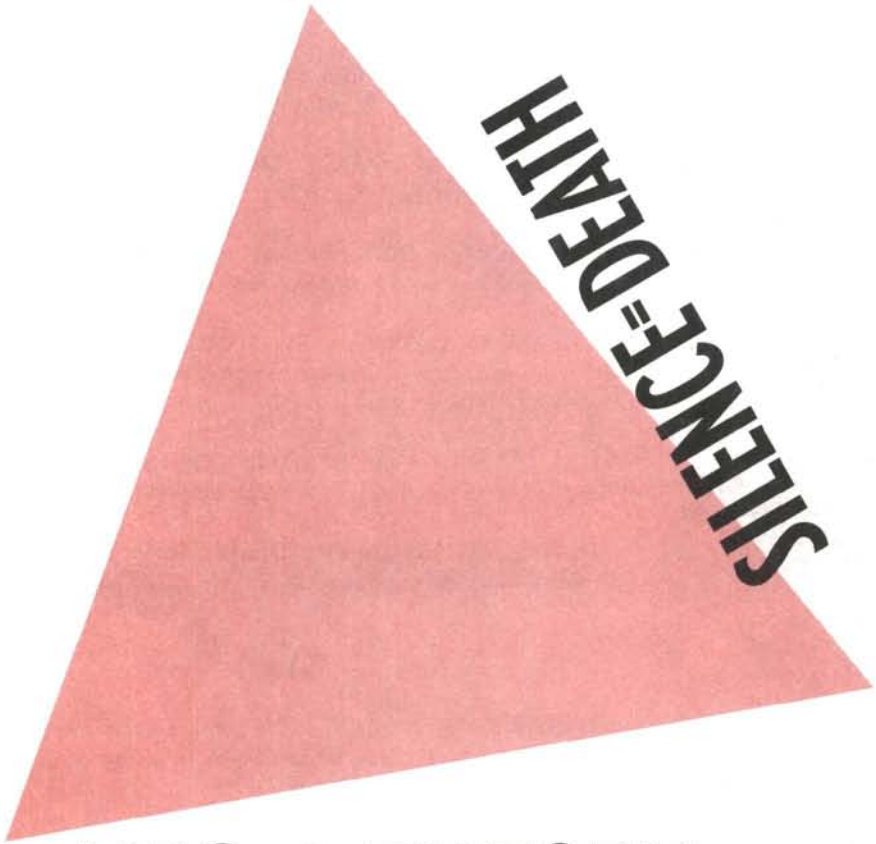

AIDS & THEORY

Critical theorists, when they made their debut in the 1970s, seemed so isolated from mainstream American culture as to be under eternal house arrest in English and comparative literature departments. Lately, however, they have begun to branch out, and their unconventional preoccupations and methodologies are proving to be infinitely applicable to society at large. In fact, postmodern academic theorists have become ruthlessly appropriative, trying their hand at everything from nuclear disarmament to apartheid, from physics to MTV.

Unfortunately, these energetic forays into the public sphere often trivialize, rather than elucidate, their subjects, reducing them to innocuous generalities. And this, I would argue, is precisely what has occurred—with profoundly damaging results—in the engagement of theory with AIDS.

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Letters to the *Editor*

DRESSED DOWN

After reading your "revealing" piece "The F Word"(by Valerie Steele, April '91), especially the observation that blue jeans were the operative garment among middle-aged male professors, whose jeans were to be "worn tight," I could not resist sending along the enclosed. The photo appears in the April 1991 issue of *The Brown Alumni Monthly* and, as noted, depicts Professor Jonathan Lubin of the Brown math department "at work."

While I found your piece on the absence of style on campus to be both hilarious and accurate, nowhere in the article did you even imply there might be a very pragmatic reason for this state of affairs. Have you been to a university "office" or to a lecture room on an American campus lately? The latter, especially, are usually filthy: Drawers to the dilapidated metal desk from which one lectures are not uncommonly filled with cigarette butts and food items in varying stages of decomposition; the broken-down furniture is studded with student witticisms (my favorite: "If I had but one life to live, I'd spend it in this class: because it lasts forever!"); the floor of the classroom is covered with debris of every description. When this instructor heads for the "classroom" in the A.M., I must ask myself: "What in your wardrobe can survive this war zone?" My answer is usually hiking boots, jeans (Calvin Klein, of course), and a narrow-lapelled tweed jacket I had when I was an undergraduate, thirty years ago.

George A. Lévesque, *Department of Afro-American Studies, University Center at Albany (SUNY)*

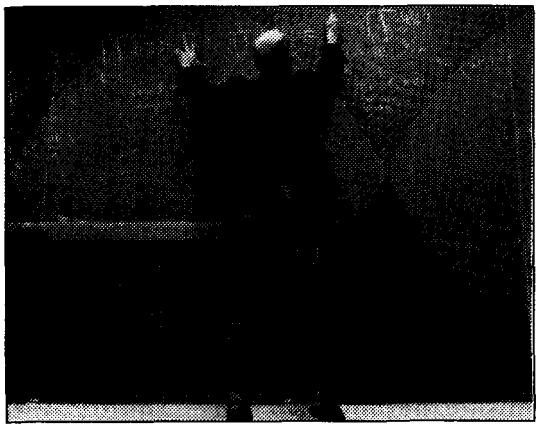

PHOTO BY JOHN FORASTE/BROWN UNIVERSITY

Just got my sample issue (April 1991) and already I'm jumping into the discourse with two feet. First, you advertised for gypsy scholars. I guess I am one—sixteen years in the history business, seven schools, mostly full-time, including the last five years at SUNY Fredonia on temporary contracts.

Second, "The F-word" is not frivolous. Last fall when I knew I was losing my job at Fredonia, I decided to shake up my students with a last-day-of-classes image change. Off with the earth tones, on with an above-the-knee black leather skirt, purple tights, high heels, and a big sweater. What a social experiment! Students were stunned or complimentary: They had noticed the earth tones (one even used those words). Male colleagues were the real surprise, though. One kept staring at me all day and finally asked if my sweater was warm. Another asked why I was dressed like a whore. Secretaries were direct—"have you lost weight?" "great legs." Good discussion in my coed women's-history class about whether women could be sexual beings in the professional realm.

Finally, tying *gypsy* and *clothing* together, my grandmother made me a skirt out of my father's old ties for a gypsy Halloween costume in 1960. I'm going to look in a trunk right now to see if I still have it. Once a gypsy, always a gypsy.

Keep up the good work.

Elisabeth A. Weston, *Buffalo, NY*

"The female professor in California," as well as "the woman professor at an Ivy League university"—citing women academics in the "frumpy suits, sensible shoes . . . asexual clothes . . . with no makeup and jewelry" as giving the "subconscious message" that "if I could, I'd be a male"—not only demean their collegial sisters but have their concepts precisely all wrong.

In a society as almost universally aesthetically debased as ours is, there is nothing more admirable and stimulating to this male than an intellectual woman who scorns cosmetics, primitive (even modern) bangle adornments, and bone-crippling fashionable footwear. *Her* "message," far from the "subconscious," is: I am a woman who will not be demeaned by fashion's mindless creators, or by ceaseless dominating male attempts to control my life.

Shale Dworan, *New York, NY*

NASty

Jacob Weisberg has taken the trouble to interview and to quote me in his jaunty piece—"N.A.S.: Who Are These Guys, Anyway?" (April 1991) I hope you will allow me an observation or two. First, I'll mention a few of the inaccuracies and lacunae, some doubtless due to the fact that the piece was written a while ago. Weisberg juxtaposes my remarks with those of Alan Kors at the final panel of our June 1990 meeting. But I made those remarks the previous day at the Sidney Hook award ceremony when I introduced Stephan Thernstrom. I was merely the moderator at the final panel.

Weisberg says that moderates and liberals, including Jacques Barzun, in general have kept their distance from the N.A.S. I always thought I was a moderate, but let that go. Barzun has for some time been a member of the board of advisers of both the N.A.S. and its New York affiliate, the N.Y.A.S. I suppose by any reasonable standard Thernstrom would count as a moderate, as would James David Barber, or so you might well think from his A.D.A. and Amnesty credentials. There are others as well, whom even Mr. Weisberg would recognize. The problem is that Mr. Weisberg has not understood N.A.S. We are an academic organization, not a political one. We think that questions of rationality, evidence, merit, and fair play do transcend politics. If they do not, then the university is lost.

Continued on page 44

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Field

RESISTANCE TO LOBSTER

IF A COARSE, UNREFLECTIVE appetite for lobster has ever compelled you to don a plastic bib in public, if you've ever innocently associated the state of Maine with the king of crustaceans, have we got an article for you. Summer's here and the time is right for iconography on the beach.

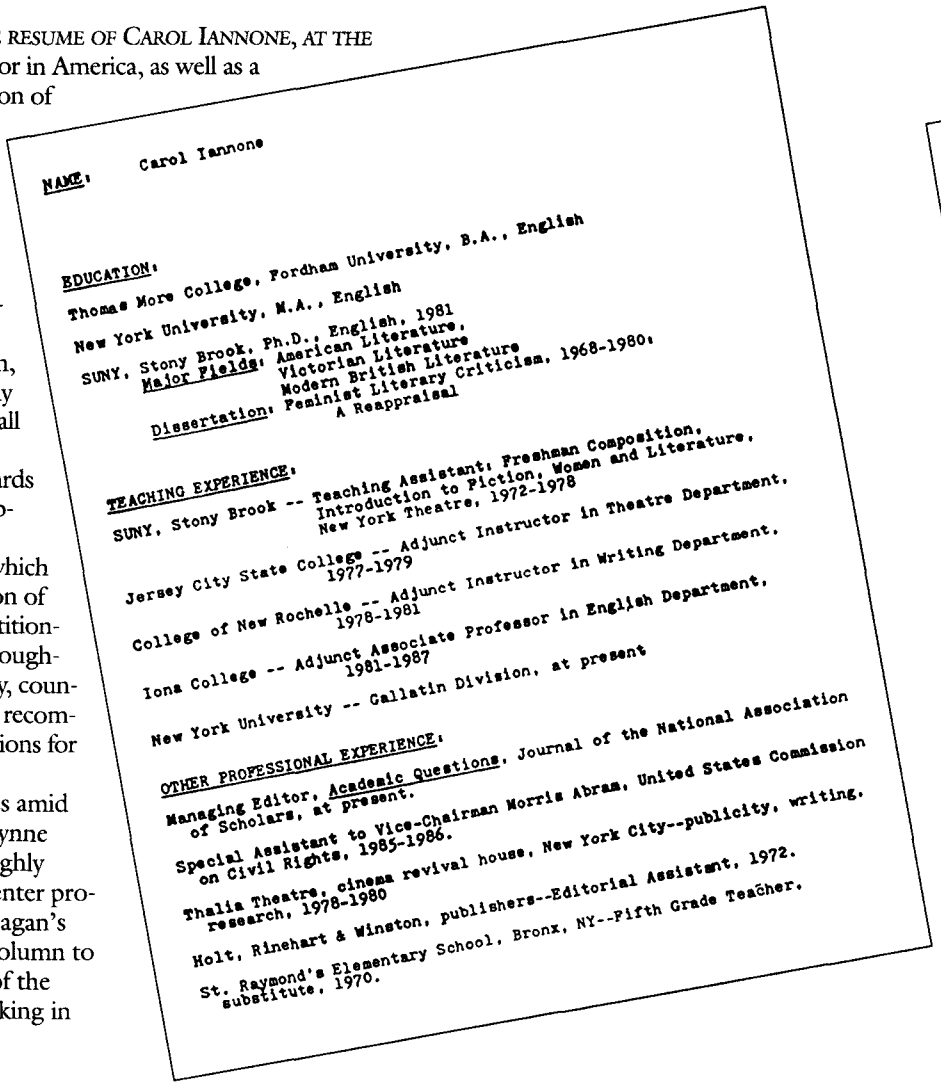
According to sociologist George H. Lewis, author of an article called "The Maine Lobster as Regional Icon: Competing Images over Time and Social Class," real Mainers struggle with all kinds of complicated, class-bound feelings about lobsters. "Longtime residents, who are more likely to be of lower socioeconomic class, view the lobster with some degree of resentment," the University of the Pacific professor declares in a recent issue of the journal *Food and Foodways*. "Historically, the lobster represented cheap food for the poor and was nearly as likely to be used as fish bait and fertilizer along the coast. Inland, the lobster had little

EXHIBIT A:

SUBMITTED FOR YOUR CONSIDERATION: THE RESUME OF CAROL IANNONE, AT THE moment the most famous adjunct instructor in America, as well as a scholar "without distinction," in the opinion of MLA Executive Director Phyllis Franklin.

Iannone, an anti-feminist *Commentary* contributor and vice president of the National Association of Scholars, has been nominated to the National Endowment for the Humanities Council—prompting the Modern Languages Association, the American Council of Learned Societies, the American Studies Association, and the College Art Association to formally oppose her confirmation. The position of all these scholarly bodies is that the nominee simply does not meet congressional standards for council members, which include "established records of distinguished service and scholarship or creativity and in a manner which will provide a comprehensive representation of the views of scholars and professional practitioners in the humanities and of the public throughout the United States." Not so incidentally, council members are also charged with making recommendations to the chairperson on applications for financial support.

This latest NEH contretemps transpires amid charges that, under NEH chairwoman Lynne Cheney, grant-giving has become thoroughly politicized, with a bias toward right-of-center projects. (George Will, captain of Ronald Reagan's debating team, used a recent *Newsweek* column to applaud Iannone as a "trenchant critic" of the "watery Marxism" he presumes to be lurking in faculty lounges everywhere.)



NAME: Carol Iannone

EDUCATION:
Thomas More College, Fordham University, B.A., English
New York University, M.A., English
SUNY, Stony Brook, Ph.D., English, 1981
Major Fields: American Literature,
Victorian Literature
Modern British Literature
Dissertation: Feminist Literary Criticism, 1968-1980:
A Reappraisal

TEACHING EXPERIENCE:
SUNY, Stony Brook -- Teaching Assistant: Freshman Composition,
Introduction to Fiction, Women and Literature,
New York Theatre, 1972-1978
Jersey City State College -- Adjunct Instructor in Theatre Department,
1977-1979
College of New Rochelle -- Adjunct Instructor in Writing Department,
1978-1981
Iona College -- Adjunct Associate Professor in English Department,
1981-1987
New York University -- Gallatin Division, at present

OTHER PROFESSIONAL EXPERIENCE:
Managing Editor, Academic Questions, Journal of the National Association
of Scholars, at present.
Special Assistant to Vice-Chairman Morris Abram, United States Commission
on Civil Rights, 1985-1986.
Thalia Theatre, cinema revival house, New York City--publicity, writing,
research, 1978-1980
Holt, Rinehart & Winston, publishers--Editorial Assistant, 1972.
St. Raymond's Elementary School, Bronx, NY--Fifth Grade Teacher,
substitute, 1970.

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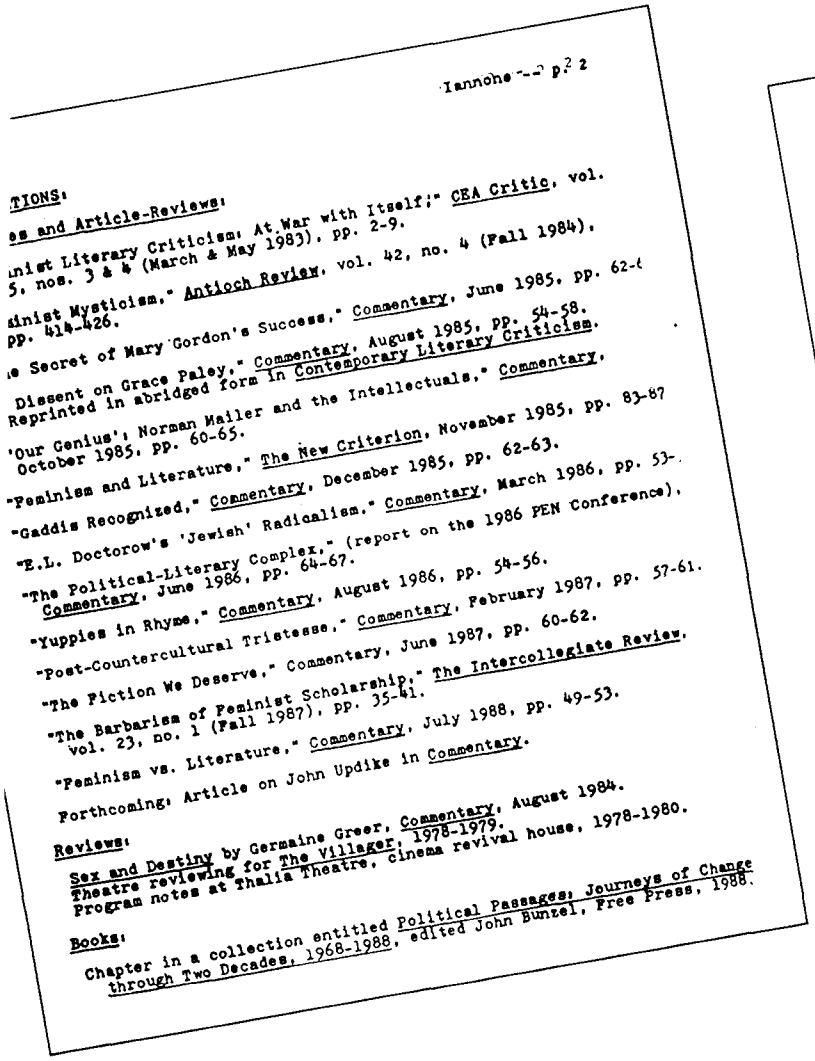
relevance to the life-styles of Mainers. The lobster has now been elevated by outsiders from a symbol of neutral or negative status into a symbol of good living and taste—but one that is economically beyond the reach of many local citizens. Add to this the widespread distrust of ingesting strange, shelled sea creatures and the ambivalence locals feel about outsiders and the tourist trade, and we have a potentially volatile and negative image of the lobster for many long-term residents of Maine." It came as no surprise to lobster-baiting Lewis that some locals have taken to whiting out the offending crustacean on new Maine license plates—a phenomenon soberly and perhaps definitively analyzed in "The Maine Lobster as Regional Icon."

"It has been envied and loved, steamed and boiled," Lewis concludes. "But like all true cultural icons, *homarus americanus* has never been ignored."



Iannone --- p. 2

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Dissent on Grace Paley," Commentary, August 1985, pp. 54-58. Reprinted in abridged form in Contemporary Literary Criticism.

'Our Genius': Norman Mailer and the Intellectuals," Commentary, October 1985, pp. 60-65.

"Feminism and Literature," The New Criterion, November 1985, pp. 83-87

"Gaddis Recognized," Commentary, December 1985, pp. 62-63.

"E.L. Doctorow's 'Jewish' Radicalism," Commentary, March 1986, pp. 53-

"The Political-Literary Complex," (report on the 1986 PEN Conference), Commentary, June 1986, pp. 64-67.

"Yuppies in Rhyme," Commentary, August 1986, pp. 54-56.

"Post-Countercultural Tristesse," Commentary, February 1987, pp. 57-61.

"The Fiction We Deserve," Commentary, June 1987, pp. 60-62.

"The Barbarism of Feminist Scholarship," The Intercollegiate Review, vol. 23, no. 1 (Fall 1987), pp. 35-41.

"Feminism vs. Literature," Commentary, July 1988, pp. 49-53.

Forthcoming: Article on John Updike in Commentary.

Reviews:

Sex and Destiny by Germaine Greer, Commentary, August 1984.

Theatre reviewing for The Villager, 1978-1979.

Program notes at Thalia Theatre, cinema revival house, 1978-1980.

Books:

Chapter in a collection entitled Political Passages: Journeys of Change through Two Decades, 1968-1988, edited John Buntzel, Free Press, 1988.

ACADEMIC TALKS:

Lecture on politics and literature at St. John's University, Collegeville, Minnesota, March 1988.

Talk on feminism at National Forum Foundation's Second Thoughts Conference, Washington, D.C., October, 1987.

Lecture on feminist scholarship at Intercollegiate Studies Institute Conference, Spring 1987.

Talk on Bernard Malamud's God's Grace at Northeastern Modern Language Association Conference, April 1987.

Address to national adult honor society, Alpha Sigma Lambda, Iona College Chapter, Fall 1986.

Talk at Faculty Development Workshop, Iona College, New Rochelle, New York, General Studies Department, Spring 1986.

Panel discussion of a play by James Harvey, New Playwrights Series, Theatre Arts Department, Douglass College, New Brunswick, New Jers 1977.

Forthcoming: Talk on the legacy of feminism at Elon College, Burlin North Carolina, May 1989.

AWARDS:

1977--President's Award for Excellence in Teaching, SUNY, Stony Br
1977--Graduate School Summer Research Award, SUNY, Stony Brook
1972-1978--Teaching Assistantship, SUNY, Stony Brook

MEMBERSHIP:

Columbia University Seminar on Modernism

OTHER:

Listed, World Who's Who of Women, 5th Edition
Wrote documentary on pornography for Manifold Productions, an independent film production company, 1985.
Interviewed in Gannett Westchester Newspapers, April 6, 1986
Commentary's principal fiction critic

REFERENCES:

Upon request

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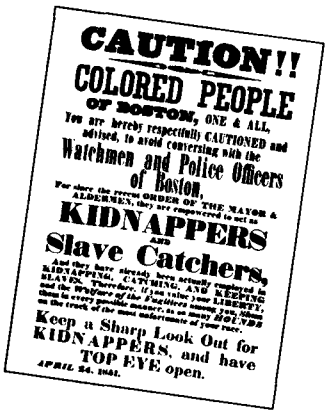
Field *Notes*

REWINDING THE PAST

IN THE CRAMPED OFFICES OF the American Social History project at the City University of New York, graphic artists, filmmakers, writers, and researchers are creating a new generation of classroom media— films, videos, viewer guides, and electronic texts that reflect a critical, populist version of the American past. All of these media materials situate working people—colonial artisans, nineteenth century factory hands, fugitive slaves, immigrants, and small farmers—at the center of their narratives. And, in the spirit of the new social history of the 1960s and 1970s, they emphasize conflict not consensus.

The project is now producing seven new one-half hour videos to accompany the second volume of its broad, synthetic text *Who Built America?* (Pantheon). The first set of seven videos, dealing with the period from the American Revolution to the end of Reconstruction and the railroad strikes of 1877, are already widely distributed. "One-quarter to one-third of the colleges and universities in the country own one or more of our productions," says Stephen Brier, who co-founded the project with the pioneering social historian Herbert G. Gutman. Low-tech but involving, the videos use contemporary woodcuts, photos, and lithographs to illustrate the experiences of industrialization, immigration, and slavery. They often feature fictionalized, composite characters like "Lucy Hall," a querulous mill girl swept up in the Lowell strikes of 1834 and 1836, and they treat episodes of labor strife with pulse-quickening enthusiasm.

Lately, says Brier, the project has been branching out. It has just received funding for a new Center for Media and Learning at Hunter College, which will provide hands-on training for teachers and others about "how to use visual sources to communicate ideas and information in the classroom, and how to communicate ideas in production terms." Brier and his



colleagues have developed an interactive computer version of *Who Built America?* (they call it the first electronic textbook) and a proposal for a PBS series on Emancipation and Reconstruction, written and directed by filmmaker Charles Burnett ("To Sleep with Anger," "Killer of Sheep"). "The series would reflect the new work on Reconstruction by historians like Eric Foner, Leon Litwack, and Nell

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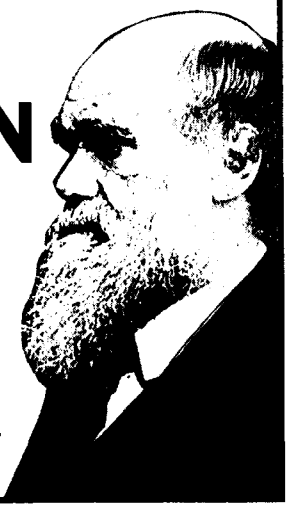
IN SEARCH OF HUMAN NATURE

The Decline and Revival of Darwinism in American Social Thought

CARL N. DEGLER



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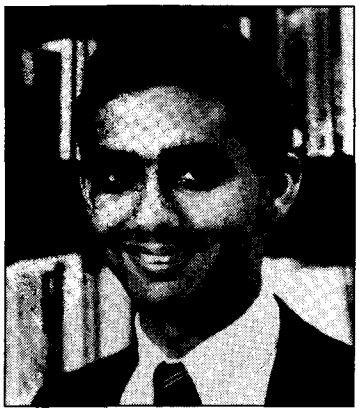
Painter," says Brier, "and seek, as W.E.B. DuBois put it, to 'understand what freedom meant to the freed.' Ken Burns, who made the Civil War series, didn't have much to say about that—and it left a big hole."

TOUGH-MINDED AND POWERFUL, YET RESTRAINED AND PRINCIPLED?

IT IS NOW MORE THAN twenty-five years since a young Rutgers University history professor named Eugene Genovese outraged conservatives by proclaiming that a Vietcong victory was to be "welcomed" not "feared." Republican politicians—Richard Nixon prominent among them—scurried to demand that the state university fire the recently tenured professor, but, in retrospect, Nixon and his fellow red-baiters might well concede that Genovese's rise to his current position—Distinguished Scholar-in-Residence at The University Center in Georgia—has itself turned out to be a development to be "welcomed" rather than "feared."



Consider, for example, Genovese's role in promoting conservative Dinesh D'Souza's recent screed against affirmative action and left-wingers in academe: *Illiberal Education: The Politics of Race and Sex on Campus.* Genovese is not only quoted within the book, he also endorses it on the dust jacket ("tough-minded analysis, principled judgments") and has provided a long encomium to it in a featured review in *The New Republic.* D'Souza's book, Genovese declares, is "responsible and chilling" as well as "powerful, yet restrained."

To be fair, the historian of American slavery and race relations (*Roll Jordan, Roll*) does offer a few cavils. For example, he faults D'Souza for "condemning black studies and women's studies programs out of hand." Seemingly summoning up a random example, he suggests that this "blanket condemnation" would not apply "to the women's studies program at Emory University, say."

What is it about women's studies at Emory that wins Genovese's approval? The cynical might suggest the fact that Genovese's wife, Elizabeth Fox-Genovese (another approving reviewer of D'Souza's book), directs the program at Emory. We prefer to think this verdict is simply the product of Genovese's own "tough-minded analysis" and "principled judgments."

—*R.J. Lambrose*

WALKING WOMEN

A BITTER DISPUTE AT THE National Women's Studies Association (NWSA) annual conference last year has left the thirteen-year-old, 4,000-member organization struggling to regroup. Most of the NWSA Women of Color Caucus walked out of the meeting in Akron, Ohio, last June and have since formed their own organization.

The schism was precipitated by the firing of Ruby Sales, a black program assistant in the national office, who had complained of racism in the organization. One of her supporters, Maria Lugones, an associate professor of philosophy at Carleton College and a participant in the walkout, says, "Our protest was to say this organization is a racist organization. They're not listening to us. We need to leave. The NWSA has a history of not listening."

The NWSA has canceled its conference for 1991. The executive director, Caryn McTighe Musil, resigned January 1, and the remaining members of the permanent staff left in February. According to Musil's farewell statement in the Winter 1990 "NWS-Action," a $64,000 deficit "surfaced over the summer." Musil attributes this shortfall to the "disruptions at Akron."

But Deborah Louis, who took over as NWSA national coordinator on March 1, insists she is optimistic about the organization's future. "I expected a shambles when I walked in, but there was no confusion or chaos." In addition to the new coordinator, the organization now has a new office manager and three part-time students on staff. According to Louis, an adjunct professor at Hostos Community College in the Bronx, the NWSA is undergoing a "complete restructuring of the organization to achieve inclusivity and empowerment."

It remains to be seen, however, whether these changes constitute a fresh breath of air or a last gasp. Of the 4,000 NWSA members, many seem to regard the organization in a more or less probationary light and have not yet renewed for this year. One former member, Trisha Franzen, an assistant professor of women's studies at the University of New Mexico, says it was a "very positive move hiring Debbie Louis," but feels she "must wait and see what kind of focus" the organization will take before she renews. Meanwhile, Lugones and others from the walkout have established the National Women of Color Association, which will hold its first conference in Chicago May 31–June 2. The new organization, according to Lugones, will be "more grass-roots. We're making a real effort to include women from the community."

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Field

LIKE A METAPHOR

NOW THAT THE COLD WAR has officially ended, the Right has hastened to replace all analogies to Stalin with analogies to Hitler. Just recently, you will remember, the Hitler comparison served George Bush very successfully indeed in prosecuting his splendid little war against Saddam Hussein. And you may also have noted how often support for affirmative action, feminist ideas, and multicultural sensitivity has been labeled the "fascism of the left." But no one had thought to bring these two analogies together until the irrepressible president of Boston University, John Silber, decided to go after Madonna.

The singer, he told guests at a recent fund-raising dinner, "has no more right to set" an example "for our kids than Adolf Hitler did or than Saddam Hussein does."

While we scrambled to locate the constitutional amendment establishing the "right to set an example," Madonna's spokeswoman, Liz Rosenberg, merely dismissed Silber's remarks as "ludicrous" and "grammatically confusing." And they are confusing. Harvard feminist Marjorie Garber has written on Madonna's transgressive interest in cross-dressing, but then Camille (*Sexual Personae*) Paglia, who shares John ("Justify My Love") Silber's disdain for contemporary feminist theory, has likewise celebrated Madonna's gender play. So what to do? We suggest a glance at Chip Wells's Florida State dissertation, which offers "A Postmodern Reading of the Madonna Videos" under the title "Like a Thesis."

—R.J. Lambrose

PHOTO BY STEPHANE SEDNAOUI

THE SHORT ODDS

FOR ACADEMICS, A FELLOWship at a humanities institute is the intellectual equivalent of a stay at a spa—a subsidized opportunity to replenish and revitalize. Unfortunately, many of these fellowships are hard to come by. The Society for the Humanities at Cornell, for example, receives between 60 and 100 applications for its six external fellowships; the Rutgers Center for the Critical Analysis of Contemporary Culture gets between 60 and 95 applications for its two positions; and the Stanford Humanities Center fields between 250 and 300 applications for its six spots.

Consider, then, the short odds at Chicago's Newberry Library, a research facility known for its collections in the history and theory of music, the histories of printing and cartography, early philology and linguistics, American literature and history, Portuguese and Luso-Brazilian civilization, and Renaissance studies. About 264 people applied for the Newberry's various fellowships last year and 73 of them were granted awards. About two out of every seven applicants, in other words, came away with the funds they wanted.

Odds do vary from one fellowship to another within the library. The Lloyd Lewis Fellowships in American History (a maximum of $40,000 for an eleven-month period) average nineteen applicants for three awards. Short-term residential fellowships in any field in which the Newberry collects ($800 per month) were given to 33 of the 105 scholars who applied for them. And the most recent recipient of the Newberry–British Academy Fellowship for Study in Great Britain (£30 per day with preference given to scholars who previously used the Newberry) competed with just six others.

In other recent rounds of competition, fellowships for research in the history of cartography were awarded one year to two of the three applicants and another year to three out of three. Doctoral candidates in French literature who applied for the Ecole des Chartés Exchange Fellowship (free tuition, one-way airfare, and 3,000 Fr per month) had the odds working for them, too, as did postdocs who applied to attend the Summer Institute in the French Archival Sciences ($1,500 stipend plus travel and a $1,200 allowance for room and board).

A lot of money goes begging for the Frances C. Allen Fellowships "to women of Indian heritage who are pursuing an academic program at any stage beyond the undergraduate degree." Many of the twenty-five stipends for participants in "Documentary Workshops" ($300 for faculty who want to include Native American materials in their courses) are unused. And most unaffiliated Ph.D.'s who use the Newberry Library as a scholarly base stand an excellent chance of garnering a $250-per-quarter stipend.

For more information, write to: Ruth Hamilton, The Newberry Library, Division of Research and Education, 60 W. Walton St., Chicago, IL 60610.

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BREAKTHROUGH BOOKS

Recently, we asked five specialists in American literature to tell us about the most provocative and important book published during the last year or so in their field. Here are their responses:

Charles Berger, professor of English, University of Utah; author of *Forms of Farewell: The Late Poetry of Wallace Stevens* (1985):

James L. Kugel, ed., *Poetry and Prophecy: The Beginnings of a Literary Tradition* (Cornell, 1990). "This is an excellent collection of statements about the origins of poetry in prophecy and about how various religious and poetic traditions—Greek, Latin, Jewish, Islamic—have differentiated between poets and prophets . . . It's really a treasure-house of deep reflection, wisdom, and spirituality . . . a must-read for anyone interested in poetry."

Alfred Bendixen, professor of English, Cal State Los Angeles; executive director, American Literature Association, editor of *Haunted Women: The Best Supernatural Tales by American Women Writers* (1985):

"In the last five years, the real breakthroughs in the study of American literature have not come from critical texts," says Bendixen, "but from those series which have rediscovered neglected American writers. These offer the most exciting revelations about American culture and the complex nature of our literary history." He singles out three university-press series for particular plaudits:

The Northeastern Library of Black Literature (which has resurrected out-of-print works by Richard Wright and W.E.B Dubois, along with a number of literary artifacts of the Harlem Renaissance); Rutgers University Press's **American Women Writers Series** (which includes critical editions of lost works by Louisa May Alcott and Harriet Beecher Stowe, among other lesser-known writers); and Oxford's **Schomburg Library of Nineteenth Century Black Women Writers** (edited by Henry Louis Gates, Jr., the series includes spiritual narratives, slave testimonies, romances, poetry, and journalism).

Nina Baym, professor of English, University of Illinois, Urbana-Champaign; author of *Novels, Readers and Reviewers: Responses to Fiction in Antebellum America* (1984) and co-editor of the *Norton Anthology of American Literature* (1989):

Cary Nelson, *Repression and Recovery: Modern American Poetry and the Politics of Cultural Memory, 1910–1945* (University of Wisconsin, 1989). The book concentrates, says Baym, "on openly political, mostly left-wing, poets, like those writing for the magazine *The Masses* in the inter-war period, who have just disappeared from our literary history . . . . Nelson also considers the political poetry of Langston Hughes (which Hughes later removed from his own collections) as well as some of the more conservative poets, like Ezra Pound, who begin to look quite different in a context where everyone is writing political poetry. . . . Without making any particular claims for the quality of this poetry, it explores the phenomenon of its repression" and "makes you think about other writers who have dropped out of American literary history and how it is that that happens."

Linda Wagner-Martin, professor of English, University of North Carolina, Chapel Hill; author of *The Modern American Novel, 1914–1945: A Critical History* (1990):

Paul Lauter, *Canons and Context* (Oxford, 1991). Wagner-Martin admires this "solidly grounded" collection of essays about how the canon has been constituted and contested because "it says the important things about why the canon is being expanded . . . he manages to take the discussion back to the texts themselves and to get away from some of the politics— though you couldn't, nor would you want to, get away from them all. . . . It would be nice if a lot of people went out and picked this book up, especially now, as the discussion [of multiculturalism and the canon] seems to be getting more and more vituperative."

Valerie Smith, professor of English, UCLA; author of *Self-Discovery and Authority in Afro-American Narrative* (1987):

Patricia J. Williams, *The Alchemy of Race and Rights* (Harvard, 1991). "This is a splendid exploration of the legal, theoretical, and ideological implications of personal narrative," says Smith. "In captivating prose, Williams prompts the reader to think innovatively about such wide-ranging topics as pedagogy, publishing, slavery, Tawana Brawley, and the racial subtext of consumerism."

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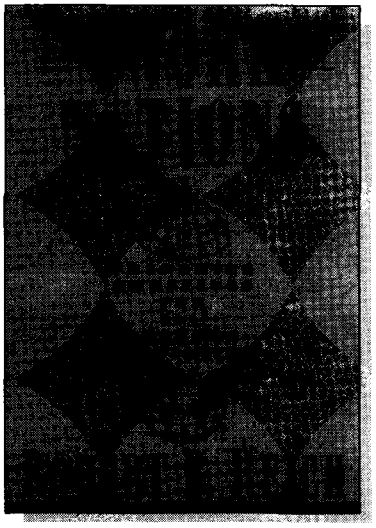

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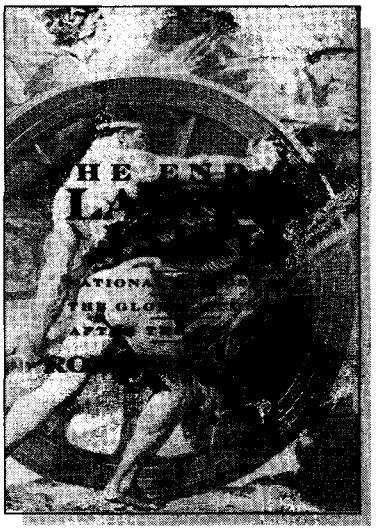

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—Rosabeth Moss Kanter, Professor, Harvard Business School, and Editor-in-Chief, *Harvard Business Review*

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—Gavin Wright, *The Washington Post Book World*

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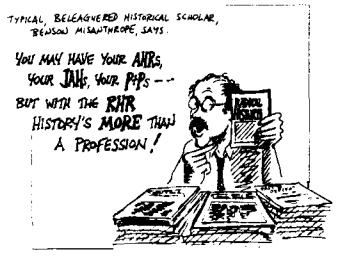
Inside *Publishing*

TOTALLY RADICAL


TYPICAL, BELEAGUERED HISTORICAL SCHOLAR, BENSON MISANTHROPE, SAYS.
YOU MAY HAVE YOUR AHRs, YOUR JAHs, YOUR PMPs -- BUT WITH THE RHR HISTORY'S MORE THAN A PROFESSION!
RADICAL HISTORY REVIEW

For almost twenty years, the *Radical History Review* has been published without an institutional imprimatur, by a collective of unapologetic leftists who invented it while they were still in graduate school. It is surely the only serious historical journal to have run an obituary for Abbie Hoffman, a regular feature on "public history"—movies, miniseries, museums, and the like—a humor column ("The Abusable Past"), and a comic strip ("Adventures in the Academic Skin Trade"). Not surprisingly, it has always been something of a mystery whether publishing in *RHR* helps or hurts your chances of getting tenure.

After years of doing all its own production and distribution, the *RHR* collective recently decided to turn those tasks over to an academic publishing house. "We weren't graduate students anymore," explains one member succinctly. "And all the drudgery of production was draining our editorial energies."

No one was more taken aback than the collective members themselves when the journal became the object of a bidding war among university presses, once it became known that *RHR* was shopping around for an academic publisher. "Some of the most prestigious university presses in the Midwest, the South, and the West approached us," says David Nasaw, current chair of the collective. "The bidding was hot and heavy, and we got down to the wire with four or five presses." Duke, Guilford, the University of California, the University of Illinois, and Cambridge presses all submitted proposals to the collective. Ultimately, *RHR* decided to go with Cambridge, whose New York offices were convenient for many of the *RHR* editors, and whose prestigious history list appealed to them. Beginning with *RHR*'s fiftieth issue, in spring 1991, Cambridge will produce and distribute the journal.

"We worried at first," says Nasaw. "I mean here we are, the *Radical History Review,* being published by the oldest academic press, the one with the most established and conservative reputation. But they've been wonderful."

Says Ed Carey, of Cambridge's Journals Division: "We thought the articles in *RHR* were very well written and timely—and we saw that it had a market." (*RHR* has 1,500 individual and "a couple of hundred" institutional subscribers, according to Nasaw.)

Over the years, the journal has published some of the best American labor and women's history inspired by the New Left. It has also served as a domestic beachhead for the kind of British social history practiced by E. P. Thompson, Eric Hobsbawm, and Christopher Hill, whose politically engaged scholarship has been a model for *RHR*'s founders. Peter Dimock, director of academic marketing for Random House and a member of the *RHR* collective, says he was "surprised to see how much weight we carried in the academic world." But he adds that the enthusiastic bidding for *RHR* "confirmed what I had long suspected: that our politics actually made us more interesting . . . that engaged history could be, and in our case was, better history."

DYNAMIC DUO

Jean Genet

PHOTO BY PICTORIAL PARADE

Edmund White's eagerly awaited biography of Jean Genet—the first to be written in English—has been scheduled for publication by Knopf in 1992, according to White's literary agent, Maxine Groffsky. It's a seductive pairing of biographer and subject: an American expatriate in Paris who also happens to be one of the most influential gay novelists writing today (*A Boy's Own Story, The Beautiful Room Is Empty*) and the homosexual bard of the lower depths, whom White has described as "a perverse angel of eloquence, a criminal dandy." Genet died in 1986.

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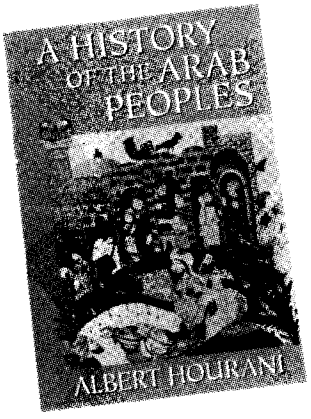
Inside *Publishing*

FOUR OUT OF FIVE SCHOLARS RECOMMEND . . .



About the only books you generally see advertised on television are written by L. Ron Hubbard or sold in gift packs by Time-Life. But in March Harvard University Press broke with tradition when it decided to advertise one of its recent releases, Albert Hourani's *A History of the Arab Peoples,* on CNN. The ad, which flashed an 800 number for book orders, first appeared in four small, carefully selected markets—Cambridge, the East Bay in California, Montgomery County in Maryland, and a cluster of Chicago-area communities. "The first week the ad appeared, we received only four orders on the 800 number," says Gayle Treadwell, Harvard's director of marketing. "We figured we'd learned a lesson—namely, that you can't sell books on TV. But exactly two weeks later the book appeared on the bestseller list in three of the four markets—and that was before it had been reviewed, so we assume that people saw the ad, went to their local bookstores, and asked for the book." Treadwell decided to place the ad in five more markets across the country, and by the last week in April *A History of the Arab Peoples* had sold about 60,000 copies.

The day will probably never come when academics can demand commercials for their books as part of their contracts. And you aren't likely to see Bo Jackson pushing monographs on the social history of American sports, or Paula Abdul shaking her stuff for a heavily footnoted dance-criticism series. Besides, the Gulf War had made CNN an unusually cozy editorial environment for any book on the Middle East. But Treadwell thinks TV spots do have a future in book promotion. With videotape and computer enhancement, she says, it's possible to produce such ads much more cheaply than ever before. The low-glitz Hourani ad—which featured a page from the Koran "colorized" with paintbox software and four slides of the Middle East borrowed from Harvard museums—cost about $2,000 to make. The airtime and 800 number for the first four showings came to an additional $5,500.

BORDER CROSSINGS

Khachig Tölölyan

"Ours is the transnational moment in history," writes Khachig Tölölyan, "and diasporas are its exemplary communities." *Diaspora,* the new journal Tölölyan edits, promises to challenge our received notions of exile and ethnicity in light of the fragmented identities, fluctuating borders, and transnational capitalism of the late twentieth century. In the first instance, says Tölölyan, that means opening up the term "diaspora" itself, expanding its valences beyond those of Jewish, Armenian, and Greek homelessness to embrace "any kind of dispersion of population through coercion."

An Armenian-American who grew up in Aleppo, Cairo, and Beirut, Tölölyan teaches literature at Wesleyan and considers himself an "intellectual in diaspora." He writes in both Armenian and English, speaks Arabic as well, and has long nurtured a fascination with what historian Benedict Anderson calls the "imagined communities" of nationhood.

The first issue of the interdisciplinary journal, which is distributed by Oxford University Press, appeared in May. In one provocative piece, anthropologist Roger Rouse explores the new—yes, "postmodern"—dimensions of Mexican migration, showing how everything from the telephone to the declining number of middle-level jobs for new immigrants is subverting old models of assimilation. The migrants Rouse studied are more comfortable shuttling back and forth between Mexico and Los United than slamming the door on the past and holding out for nothing short of U.S. citizenship. Historian Anthony Molho's more traditional article on the Jewish community of Salonika—descendants of the Jews expelled from Spain and offered refuge in this Ottoman city in 1492—is no less interesting. Most of what remained of this dynamic, cosmopolitan community was wiped out during World War II, so Molho's essay has an elegiac quality, spiked with bitterness. Less satisfying than either of these is Lisa Lowe's "Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences," an article that erects a mighty theoretical edifice to make the common-sense argument that Asian Americans are not a homogenous group. Forthcoming pieces deal with such issues as the politicization of the contemporary Irish diaspora in America and the theatrical representations of South Africa abroad.

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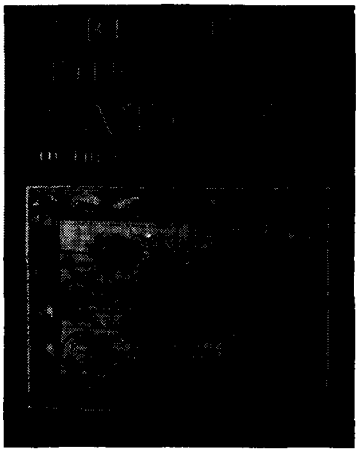
Inside

Sources close to *The Yale Review* say the resurrected version of the magazine will not differ substantially from the old review. Last July Yale President Benno Schmidt announced plans to close the seventy-nine-year-old literary quarterly, saying the university could no longer afford to subsidize it at $40,000 to $80,000 a year. But a protest campaign orchestrated by writers and editors like Joyce Carol Oates, Adrienne Rich, George Plimpton, Hortense Calisher, and Annie Dillard persuaded Schmidt to reverse his decision in November. Schmidt solicited suggestions on how to better market and finance the magazine, and appointed a committee, headed by Donald Lamm, president of W. W. Norton and Co., to recommend a new editor for the review. That editor is expected to assume the post between July and September 1.

Sociologist Kai Erickson, a former editor of the *Review* and a member of the search committee, says there are no plans to change the content or focus of *The Yale Review*. "And the places we are looking for an editor," Erickson says, "are the places where you look for an editor of a literary quarterly." The *Review*'s acting editor, Penelope Laurans, and managing editor, Wendy Wipprecht, concur with Erickson's assessment. "Historically, the nuance or mix of the magazine has always changed according to the editor," says Laurans, "but I don't expect to see wholesale changes. I certainly don't expect to wake up one morning and find that it's become a journal of international relations or science, or even one, as some people had speculated, that's entirely devoted to work written internally." Some of the *Review*'s defenders had feared that the magazine—which introduced to American readers work by W. B. Yeats, Eudora Welty, and Robert Frost, among others—would be transformed into a more political, less literary publication or even into a forum for Yale professors only.

IMPORTANT NEW VOLUMES FOR SCHOLARS FROM

RIZZOLI



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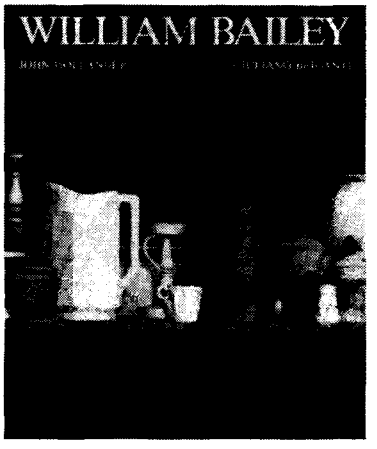

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Inside *Publishing*

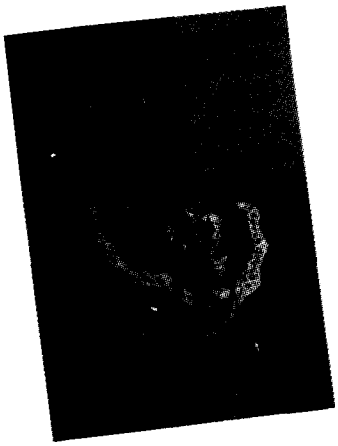
THE LURE OF THE LEFT

Apparently, Cambridge isn't the only established press to recognize the viability of some of the independent, left-wing journals out there. Guilford Press, a New York publisher best known for its psychology titles, recently acquired *Science and Society,* the oldest Marxist journal in the United States, as well as the younger theoretical journals *Rethinking Marxism* and *Capitalism, Nature, Socialism: A Journal of Socialist Ecology.* All three were formerly self-published.

Seymour Weingarten, Guilford's editor in chief, says the press has been expanding into social theory and that the journals helped jump-start that process. "We called *Science and Society* at a serendipitous time," Weingarten recalls, "just when they were getting tired of the taste of stamps and of mimeographing à la 1930s Freethinker brochures."

A recent article in "Public Sphere," a behind-the-scenes newsletter published by the journal *Socialist Review,* focuses on the new allure of left-wing journals for university and scholarly commercial publishers. "Improbable as it may seem," the unsigned piece observes, "several large publishers have come to see good business possibilities and possible profits in left journals, despite their shaky financial situations. And the left journals, despite significant reservations, have come to see in the deals a way to ensure their publications' survival in uncertain times." Though these new deals raise "the specter of a further academicization of the left and a certain erosion of the autonomy of radical institutions," the article acknowledges, "they also enable writers to concentrate their energies more fully on editing, by taking away the obligations to manage the business side of the publications."

VODOU ANTHROPOLOGY



When Karen McCarthy Brown was researching and writing *Mama Lola: A Vodou Priestess in Brooklyn*, she was too busy undergoing ritual "marriages" to the spirits Ogou and Danbala, traveling to Haiti to participate in a Vodou initiation, and hanging out with Mama Lola and her family to dip too deeply into the muddied waters of contemporary anthropological theory. But the book Brown emerged with after more than a decade of fieldwork reads like an eloquent response to the discipline's self-questioning, to its doubts about the politics and poetics of representing the Other.

As an experimental ethnography with the texture of a novel—half of the chapters are imaginative re-creations of the lives of Mama Lola's Haitian forebears, and Brown is frank about her emotionally charged friendship with her subject—*Mama Lola* may be a harbinger of work to come. Theoretical considerations are never explicit in the book. But Brown, who teaches the sociology and anthropology of religion at Drew University, clearly has no truck with the pretenses of objectivity or of "distanced" observation. "When the lines long drawn in anthropology between participant-observer and informant break down," she writes of her own increasing involvement with Vodou and with Mama Lola, "then the only truth is the one in between." At that point, says Brown, "anthropology becomes something closer to a social art form, open to both aesthetic and moral judgment. This situation is riskier, but it does bring intellectual labor and life into closer relation."

Mama Lola was published by the University of California Press in May.

CHINESE BOXES

David Goodrich is a Yale doctoral candidate who saw a very particular niche in the publishing world and shoehorned himself right into it. Because his work is in the field of Chinese archaeology, Goodrich knew from personal experience that scholars who write about China and publishers who print their work face real problems in reproducing Chinese characters. Publishers are usually obliged to send such manuscripts to Hong Kong, Singapore, or Japan to be typeset, which can cost as much as $15 a page. Other publishers hire Chinese calligraphers to write the letters by hand; this method is less expensive and produces handsome work, but the results can be difficult to fit into running text.

So Goodrich set about designing his own software for printing Chinese, set up a business called Birdtrack Press in his New Haven home, and began working on two journals: *Early China*, which is published by the Institute of East Asian Studies at UC Berkeley, and *Asia Major,* a publication of the East Asian Studies program at Princeton.

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PHOTO BY A/P WIDE WORLD PHOTOS

A year and a half later, his work is even beginning to reach the Far East; at the moment, Goodrich is producing a *festscrift* for the Chinese University of Hong Kong. Eventually, he says, he hopes to convince some of the bigger scholarly presses in the U.S. that publishing sinological materials need not be as expensive as they thought (at least with his help).

Sociology was the glamour field of the 1960s, the intellectual headquarters of the New Society, the discipline that promised to deliver insights by the graphful into urban poverty, youth rebellion, or the social roots of crime. But in the 1980s, other disciplines—anthropology, in particular—sidled over and swallowed up some of sociology's home turf. Republican policymakers sought out new academic pundits—mostly supply-side economists. And the stun gun of sociological prose stupefied too many otherwise alert readers. All of which explains why many of the editors who work on sociology books 1) have a certain quiet heroism about them, 2) talk a lot about how "interdisciplinary" their sociology line is, 3) don't mention the word "sociology" if they can help it.

A number of editors are looking for more "thick description" and more fieldwork in their sociology books. "Ethnography" is the magic word here. "Usually, we don't have sociologists write for us," says Deborah Chasman of Beacon, "though we are definitely interested in books on subjects like race relations and urban studies. Sociologists who are more oriented toward history or ethnography are the most appropriate for us. Since we are looking for books that would appeal to a trade as well as a scholarly audience, we like those with a lot of fieldwork."

At the University of Chicago Press, the interest in ethnography is something of a tradition, a legacy, says editor Douglas Mitchell, of the so-called Chicago school of sociology. "The Chicago school means a lot of different things to different people," says Mitchell. "But the aspect that derived from philosophical pragmatism and phenomenology—and has led to, for example, the symbolic interactionists, with their attention to symbol and language—has always been a strong factor on our list. We continue to look for work of this sort, though it takes different forms and new twists. It shows up, for example, in our long-standing interest in publishing ethnographies and what used to be put down as 'microsociologies.'"

Chicago has just formulated a new sociology series, called "Morality and Society," for which it is now acquiring manuscripts. "It will be a very conscious attempt," says Mitchell, "to use the insights of social science to see how societies construct their codes of moral obligation." Mitchell says he thinks the field has been animated by a new interest in ethics, a sense that value neutrality seems particularly jejeune in light of "complex social problems like AIDS, homelessness, genetic counseling, fetal-tissue research, to name a few. . . . There's a feeling that social scientists should be contributing to the debates over some of these issues—not necessarily prescribing this or that policy, though they should touch on that, but raising the level of public discussion."

Steven Fraser of Basic Books, a trade publisher with a strong social sciences list, agrees that "sociology has kind of abdicated its role as a place to address the public on issues the public wants to be addressed on." But Fraser thinks there are a couple of exceptions to this discouraging trend, and these shape his acquisitions. "I think historical sociology is one of the more interesting subcultures in the field," says Fraser. "I'm thinking of work by people like Theda Skocpol and Ira Katznelson, work that uses the tools of sociology to shed some light on big historical questions with some contemporary relevance—like the origins of the welfare state." Fraser is also interested in ethnographic approaches and in "a kind of phenomenological sociology."

Finally, Fraser says he has "been searching for a long time for a book—one which certainly *could* be written by a sociologist—on the social physiognomy and dynamics of what has been called the new international city—New York, Tokyo, London, Rio—a city whose political economy has changed a great deal over the past twenty years, which has in turn led to vast changes in social relations among different groups in the city, even to the disappearance of whole social milieus once associated with it."

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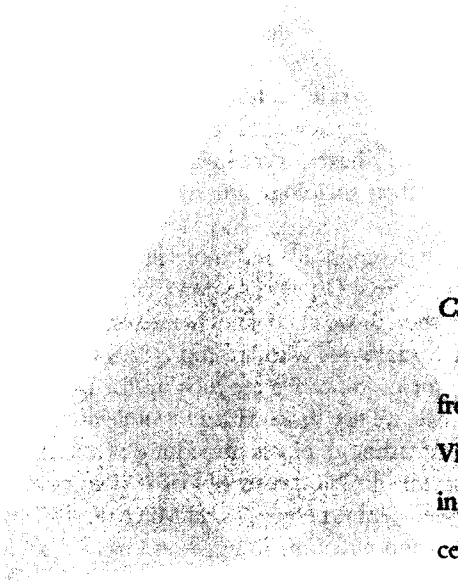
AIDS & THEORY

HAS ACADEMIC THEORY TURNED AIDS INTO META-DEATH?



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Although the university has traditionally played host to political activists ranging from the rank and file of the anti-apartheid movement to protesters against the Vietnam War, it is seldom that a school of thought originating within this increasingly marginalized institution has had a determinative effect on the tactics and procedures by which change is sought—on the very mechanism of social dissent. The flamboyant and controversial tactics of ACT UP, however, may be the first examples in history of the direct influence of academic theory on the actual strategies of grass-roots activists, whose intellectual obsessions have not only set the tenor of the organization's propaganda but have helped select both the specific sites and the occasions of its often ingenious *coups de théâtre*.

From the rhetoric of critics like Cindy Patton, who says that ACT UP "provides an interesting example of emerging postmodern political praxis using deconstructionist analyses and tactics," to the methodology described by ACT UP spokesman Douglas Crimp, who maintains that the organization's graphic art addresses "questions of identity, authorship, and audience—and the ways in which all three are constructed through representation," the fight against AIDS is tainted with the faddish argot of postmodernism—linguistic evidence of the considerable leakage of esoteric theory out of the ivory tower into the public sphere. This unlikely mélange of politics and sloganeering, however, has not so much checked the ghettoization of the American university from mainstream thought as it has extended this ghettoization to some of the most worthwhile aspects of the AIDS movement, serving to insulate vitally important forms of left-wing activism from the general public.

BY DANIEL HARRIS

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Look, for example, at Lee Edelman's analysis of the ACT UP logo, a pink triangle resting above the equation "Silence = Death," the neat, algebraic epitaph that effectively serves as the crack-and-peel coat of arms of the splashiest and most cerebral form of AIDS activism. In "Politics, Literary Theory, and AIDS," Edelman claims that the analytical techniques of critical theorists give them a crucial edge over other experts in exposing the tendentious schemes of homophobic ideologues. He believes their (and his) literary training enables them to plumb the depths of an epidemic rich in unsavory connotations and destitute in plain, unembellished facts. He writes:

> Precisely because the defensive appeal to literality in a slogan like Silence = Death must produce the literal *as a figure* of the need and desire for the shelter of certain knowledge, such a discourse is always necessarily a dangerously contaminated defense—contaminated by the Derridean logic of metaphor so that its attempt to achieve a natural or literal discourse beyond rhetoricity must reproduce the suspect ideology of reified (and threatened) identity marking the reactionary medical and political discourse it would counteract.

All of the mannerisms of recent trends in critical theory are present in this passage: the Pinteresque circularity, the zany periphrasis of words like "literality" and "rhetoricity," the brief splash of italics intended to evoke the impression of heated debate, and the leaden nominalism that saturates this sentence with pompous generalities.

The addled abstraction and illegibility of Edelman's prose raise questions about how postmodernism could ever effectively harness itself to liberal political causes. But, paradoxically, this kind of writing also displays a desperate insistence on being accepted, and hence validated, not only in academia but by the public as well.

One of the most concrete influences of academic discussions of AIDS on the procedures of urban activists lies in the postmodern emphasis on the so-called construction of the epidemic; i.e., the ways in which a meaningless biological catastrophe has been invested with the various agendas and biases of the right wing or the medical establishment, to name just two of the special-interest groups that have exploited AIDS as a vehicle for their own moral and economic concerns. Theorists like Paula Treichler, who is particularly sensitive, and rightly so, to the techniques by which the mass media have packaged the disease for the American public, writes of AIDS as less an objective, epidemiological phenomenon than a "social

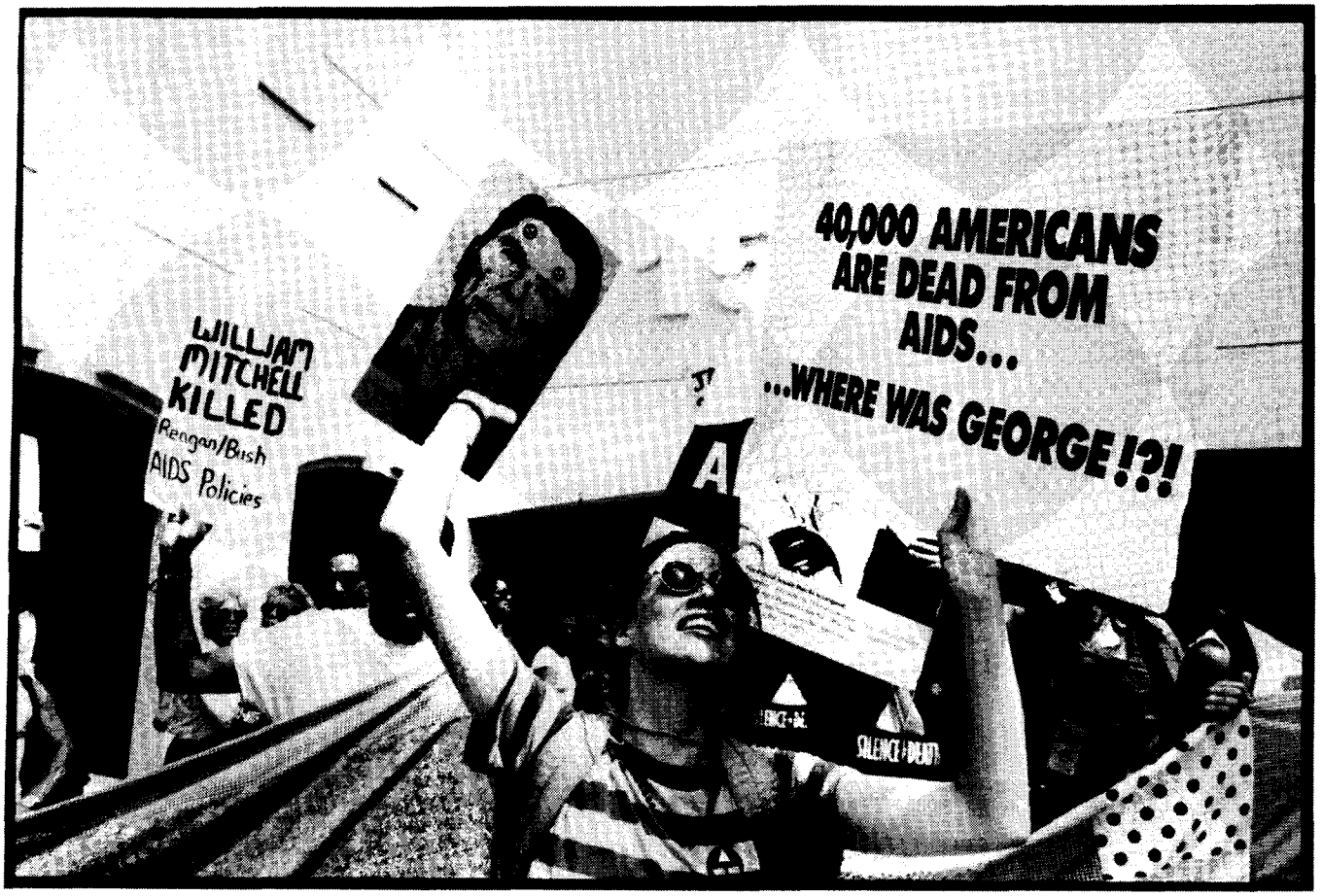

PHOTO BY ELLEN B. NEIPRIS/IMPACT VISUALS

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construction" comprising "representational icons and discursive strategies" that mask homophobia.

For AIDS activists, this deconstructive skepticism manifests itself in the new interest not so much in circumventing as in manipulating the media, in seizing hold of the actual apparatus by which various moral interpretations of the disease are conveyed to the average consumer. The Media Committee of ACT UP, for example, has taken its cue from the White House and gone so far as to prepare press kits, which it has distributed before several of its demonstrations. Eager reporters and television crews dutifully plagiarized this material and ultimately reported what was "sold" to them in advance, "almost like a Hollywood movie."

> READING, INTERPRETING, DECODING, AND DECONSTRUCTING ARE EXALTED AS SUBVERSIVE ACTS IN A NEW KIND OF GUERRILLA MOVEMENT.

Although this cagey ability to outflank the media has served ACT UP well in forcing the hand of criminally negligent institutions like the FDA, academic theory has, in my view, hobbled the organization intellectually. Rather than simply inspiring legitimate efforts to undermine the misogyny, racism, and homophobia of the monolithic media establishment, it has fomented a totalitarian zeal to "wrest control of the public discussion of AIDS," to grandstand, to dominate, rather than to reform. Thus, for Douglas Crimp, who asserts that there is no empirically verifiable reality behind AIDS at all, the only standard of truth in a world dominated by the spurious half-truths of conflicting "representations" is power—namely, the success with which any one group appropriates the means of construction and thus foists its sectarian view on mainstream America.

The outcome of the relativism of deconstruction is a media fascism that equates truth with power over representation (the ultimate and most disingenuous realization of this principle being that everyone else's construction is written off as a racist chimera, whereas one's own is elevated to the status of The Truth). Postmodernism has placed the policing of speech acts at the very top of ACT UP's agenda, at times even relegating much more compelling concerns like drug release to a subordinate status. Theories about the ways in which the public discussion of the epidemic needs to be sanitized and reformed have thus given ACT UP activists carte blanche for the reckless censoriousness embodied in their signature acts of electronic terrorism and their cavalier attempts to muzzle alternative points of view by unplugging microphones, jamming fax machines, chaining themselves to news desks, hurling themselves in front of cameras, and heckling public speakers into silence.

While it is true that ACT UP has infused the flagging political momentum of the 1960s with camp and theatricality, there is a sense in which the intellectual underpinnings of the organization have made activism not more radically interventionist but more passively theoretical. In the last few years, university theorists have tended to redefine activism in such a way that the sedentary activities they themselves perform in the course of fulfilling the normal requirements of their profession, like reading, interpreting, decoding, and deconstructing, are exalted as subversive acts in a new kind of guerrilla movement. In effect, they have cunningly redefined as intrinsically political the work they already perform as literary critics.

A case in point is the Summer 1984 issue of *Diacritics,* which was assembled in the astonishingly naive belief that critical theory can make an "important contribution to the public discussion of nuclear issues." In "No Apocalypse, Not Now," Jacques Derrida claims that literary theorists can propose solutions to the dicey business of disarmament far beyond the ken of their less sophisticated diplomatic counterparts, on the grounds that the former, with their training in the analysis of literature, can "read" nuclear war because it hasn't happened yet and therefore is a "fiction," i.e., a "text"—the bread and butter of the profession. This sweepingly inclusive definition of activism can also be found in academic discussions of AIDS in which the inert activity of image ecology—the exegesis

Photo by Ellen B. Neipris/Impact Visuals

ACT UP demonstration, St. Patrick's Cathedral, 1989.

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Gran Fury/ACT UP poster.

of texts, the cracking of codes, and the deciphering of social hieroglyphs—is now considered a form of activism in itself.

Such facile self-apotheosis—the warrior hermeneuticist hacking through the insidious ideologies implicit in the media's handling of the disease—could be easily dismissed as the harmless vanity of deluded academics if it weren't for the fact that it has had a direct impact on AIDS activism. By reordering the priorities of AIDS visually and linguistically so that the janitorial duties of cleaning up the public discussion of the disease often take precedence over things like the availability of hospital beds and experimental drugs, academics have repositioned themselves vis-à-vis the epidemic so that their peculiar expertise as explicators of images and texts is endowed with more glamour and importance than even the activities of those lobbying for increased federal funding.

One practical consequence of exaggerating the role academics can play in AIDS activism is an entirely new style of political protest, which, while brash, is often impotently theoretical. A good example is a demonstration held by the New York chapter of ACT UP in 1988 in which a group of demonstrators marched to City Hall wearing T-shirts silk-screened with a photograph of Cher. When asked what the image meant, the protesters told the uninitiated onlookers that it was an acronym for "Commie Homos Engaged in Revolution," "Cathy Has Extra Rollers," or any other non sequitur that they improvised on the spot for no apparent reason other than to make a cryptic joke advancing a certain privileged esprit de corps—an example of what Douglas Crimp meant when he said that "sometimes [ACT UP's] graphics signify only internally." Such a deliberate obfuscation of the organization's propaganda in this opaque semiotic pun serves only to shore up the group's own sense of intellectual elitism, a smug self-referentiality that bears all of the linguistic hallmarks of academic theory so damaging to effective activism.

Finally, it must be mentioned that one of the most seductive and overlooked attractions of the AIDS epidemic for postmodern theorists is that it uniquely engages an academic anxiety that has undermined the self-esteem of liberal-arts faculties for decades—namely, their belittling awareness of the greater prestige of their scientific colleagues. The utter inability of the latter to find a cure, a vaccine, or even an effective treatment for the disease has created a kind of power vacuum in the university, a temporary eclipse of authority that affords a perfect opportunity for non-scientists to rush forward into an arena from which they have been previously excluded. In fact, academic AIDS theorists malign the presumed "objectivity" of science every step of the way, as Donna Haraway does in her essay "The Biopolitics of Postmodern Bodies," in which she jeers at our society's veneration for science, for the "univocal language" of empiricism that, in fact, conceals "a barely contained and inharmonious heterogeneity."

AIDS has thus come as a blessing in disguise for the liberal arts in that it has enabled academics not only to ape the mannerisms of science, as postmodern theorists have long been doing, but also to obtain temporary hegemony as crusading social reformers over a scientific establishment that has suffered a withering loss of credibility in the course of tackling this most demoralizing of epidemics.

Academic theory, as it redefines an entire medical crisis so that it can become its central player, arbiter, and expert, is also the narcotic that promotes the illusion that politically disenfranchised and utterly insular groups like American intellectuals are engaged with social issues without really requiring engagement; in fact, without effecting any change in their behavior at all. Instead, in the emphasis in AIDS activist literature on theoretical hair-splitting over such issues as the "epidemiology of signification," as Paula Treichler calls it, or the "inevitable inscriptions of the literary that mark the discourse on AIDS," we are witnessing the careerist imperialism of a profession desperately in need of confirmation from the outside world of its own social utility.

Daniel Harris is a columnist for The Quarterly. *His work has appeared in* Harper's Magazine, *the* Washington Post, *the* Los Angeles Times, The Nation, *and elsewhere.*

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STEAMROLLING UMASS

It's a tale for the nineties, as government cuts flatten a once ambitious university system

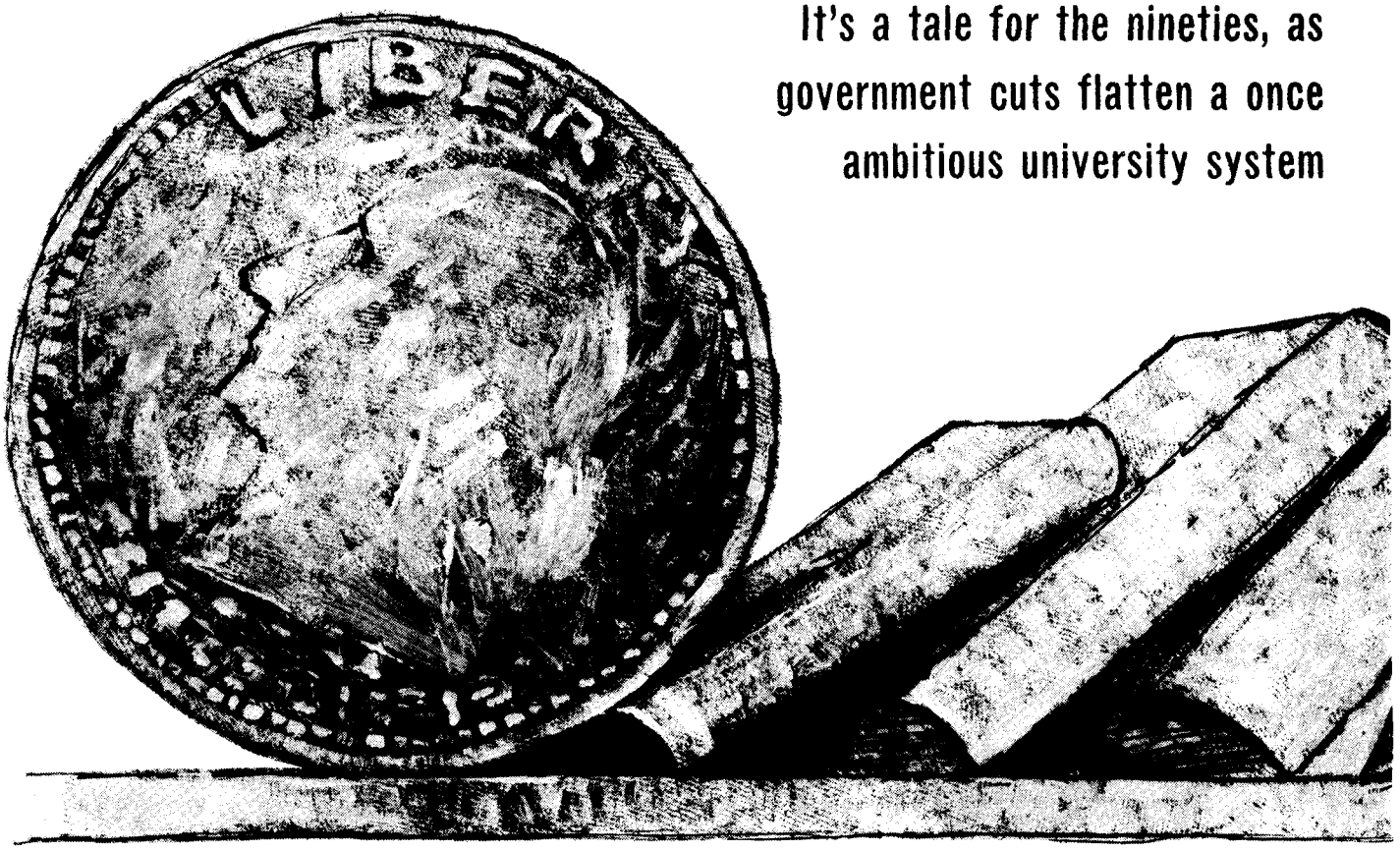

ILLUSTRATION BY HORATIO CARDO

A couple of thousand students and faculty milled around the front of the student-union building at the University of Massachusetts in Amherst one cool, sunny day this spring. They listened to impassioned speeches and were entertained by a large contingent of the Minuteman marching band, including flag twirlers. As the band led a parade across campus, firecrackers erupted along the way, lending an air of festivity to the proceedings. But, despite all appearances, the occasion was neither a pep rally nor a political demonstration. No. This was more like an Irish wake. And when, finally, the band played taps, the crowd mourned.

BY STEPHEN J. SIMURDA

The object of these obsequies was the university itself, since many expect its imminent demise as a first-rank institution. In the slash-and-burn world of Massachusetts financial planning that has marked the 1990s so far, public higher education in general and the state university system in particular have been favorite targets. Over the past three years, UMass administrators have been asked to absorb ten separate budget reductions. The state's contribution to the UMass system (which includes the flagship Amherst campus, a smaller Boston campus, and a medical school in Worcester) has dropped from $167 million in 1988 to $132 million in 1991.

"It's not an easy time to be cheerful . . . I've never dealt with any-

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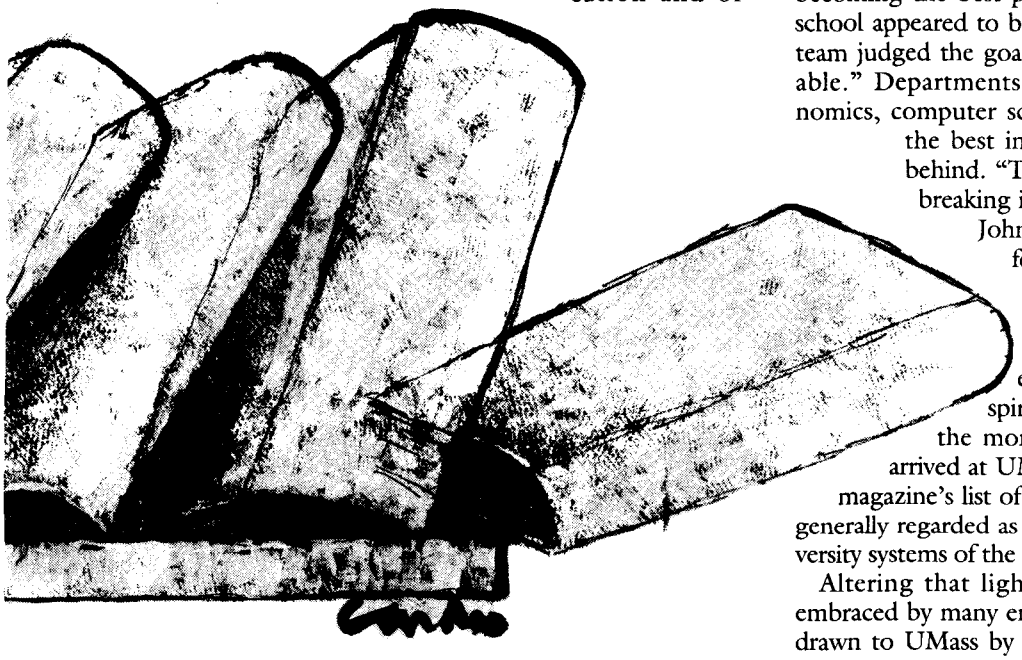
thing as sad and difficult as the current situation," says UMass-Amherst Chancellor Joseph Duffey, who came to the school in 1982 and guided it through the best years in its history. In 1990 Duffey, tired of applying tourniquets to a hemorrhaging patient, went on the job market. He was publicly identified as a finalist for the presidency first at Northeastern, then at the University of Delaware. The other shoe finally dropped in March, when he accepted the top job at American University in Washington, D.C.

Duffey has good reason to flee UMass, and he is not alone. The effects of the budget cuts are seen everywhere; they include a hiring freeze and a suspension of salary increases for three years, plans to greatly reduce at least seven academic departments—including nursing, entomology, Italian, Germanic and Slavic languages and literatures, and parts of the schools of education and of public health—a massive unpaid furlough for most university employees, large reductions in the budgets of all academic departments, and neglect of basic campus maintenance. Not surprisingly, staff morale has plummeted. What is worse, UMass is already seeing the first defections in what many believe will be a wholesale exodus of its finest faculty and administrators.



"There's a kind of tired depression on campus that is masking a whole lot of anger at what has happened," says Murray M. Schwartz, the highly regarded dean of the faculty of humanities and fine arts. Just two weeks after Duffey announced his departure, Schwartz announced that he, too, was leaving to become dean and vice president for academic affairs at the Claremont Graduate School in Claremont, California. In all, seven key administrators and many more faculty members, including deans in the schools of education and of engineering and the chair of the economics department, have left for other jobs since December. By then it had become clear that financial pressures would continue unabated under newly elected Republican Governor William Weld, who has vowed to close budget gaps without raising taxes.

It's all a far cry from the heady optimism of just a few years ago. When Thomas O'Brien came to UMass in 1987 to become dean of the School of Management, he arrived at a university burgeoning with confidence and ambition. He knew what was expected of him. "My job was pretty clear," says O'Brien. "It was to tell the story of how well we were doing so that we could move to the next phase." The next phase was UMass-Amherst's stated goal of becoming the best public university in the Northeast. The school appeared to be well on its way. A 1988 accreditation team judged the goal "admirably precise and clearly reasonable." Departments such as linguistics, philosophy, economics, computer science, and music had become among the best in the nation. Several others were close behind. "The university was really on the verge of breaking into the big leagues," says State Senator John Olver, a former UMass chemistry professor who has been one of the school's few staunch supporters at the statehouse in Boston.

Now, however, many fear that the erosion of state support will send UMass spiraling back to the days when it earned the moniker "ZooMass." At the time Duffey arrived at UMass, the school ranked sixth on *Playboy* magazine's list of the nation's best party schools, and was generally regarded as strikingly inferior to the great state university systems of the Midwest, New York, and California.

Altering that lightweight reputation became the goal embraced by many energetic faculty members who had been drawn to UMass by its fast-improving academic reputation, by the desirability of the politically progressive and handsomely rural Amherst area, and by the resources of the Five College Consortium, which linked the university with four nearby private colleges (Amherst, Hampshire, Mount Holyoke, and Smith).

During most of the 1980s, everything seemed on track. "The university was clearly becoming one of the very fine state universities," says Robert B. Hallock, head of the physics and astronomy department. "Faculty searches were going well [and] many times we were getting our first choices."

Jules Chametsky remembers when he came to UMass in 1958. "It was a remote cow college," says Chametsky, who is director of the Institute for Advanced Studies in the Humanities. He says that the strong years of the 1980s were a long-awaited reward for many faculty, but that they make the current situation all the more difficult to accept. "It's a

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MELTDOWN AT UMASS

real letdown," says Chametsky. "It's like a rocket in its second stage about to go into its third stage and then there's a failure." It's a failure that has caused many people to reevaluate their affiliation with the university.

John Cole, an anthropology professor and president of the Massachusetts Society of Professors, which represents some 1,200 faculty members, says the number of faculty at UMass is down 15 percent over the past two years. "And a conservative estimate is that we'll lose 8 to 10 percent more in the next year," he says, as faculty continue to leave and the ongoing hiring freeze keeps departments from bringing in new instructors.

Tom O'Brien, who heads a MBA program that *Business Week* magazine recently named among the best in the country (and, because of its small size, the second most selective), says he had seventy faculty in the management school in

AGGIE SCHOOL TO MED SCHOOL: A SHORT HISTORY OF UMASS

By Paul Keegan

Dreams of academic glory at the University of Massachusetts in Amherst, as in other states, originated back in the mid-1950s, when it became clear that a gigantic wave of baby boomers would soon be flooding college campuses across the nation. It was an opportunity of historic proportions, but this tiny Amherst "cow college" of about 4,000 students deep in the western Massachusetts countryside, like many such land-grant schools, found itself completely unprepared.

Jean Paul Mather was the first one in Massachusetts to see it coming. The young, radical president of UMass began barnstorming the state soon after he took over in 1953, warning citizen groups and legislators that economic prosperity depended on building the Amherst campus into a major-league university. Otherwise, the brightest local talent would head off to California and Michigan, which had already established reputations for excellence in their public university systems.

What Mather and his colleagues around the country were proposing seemed outlandish at the time. Small cities of higher learning would be constructed almost overnight across the nation, on farmland currently occupied by sleepy aggie schools. These utopian complexes would not only provide a place for an entire generation of Americans to come of age intellectually and socially but would also push back vast frontiers of knowledge—in science and technology to beat the Russians and in urban planning to help manage our struggling cities. This radical experiment, today still only thirty years old, was based on the singularly American notion that any deserving student who wanted a quality college education should get one.

This put an extraordinary strain on state budgets, and some university systems fared better than others in the odd marriages between politics and academia that were hastily arranged. New York, for example, did not even have a state university until the late 1940s, but the State University of New York quickly became the best-financed and most ambitious university system in the country, growing from 47,634 students in 1960 to more than 139,000 by 1968.

In 1952, one year after Mather arrived as an ambitious, thirty-seven-year-old provost, UMass President Ralph Van Meter suffered a stroke. Mather was propelled into the top job, and the new president promptly set off on an evangelical mission to secure the funds for expansion. It's doubtful, however, that the newcomer fully understood the depth of the bias against public education in Massachusetts.

For most of the century, Massachusetts had languished at or near the bottom of the nation in state aid to higher education. As far back as 1862, Governor John A. Andrew wanted to take funds from the Morrill Land-Grant Act—designed to create *public* vocational and agricultural colleges—and give them to Harvard. That scheme was unsuccessful, but one year earlier federal funds for technological education had been used to give Massachusetts the only wholly private land-grant college in the country: the Massachusetts Institute of Technology.

By the mid-1950s, Mather realized that the attitude on Beacon Hill hadn't improved much. The state legislature, which then maintained tight control over the UMass budget and faculty hiring, seemed to view the Amherst campus as little more than its own patronage haven. Mather took his case to the people, making outrageous comments to the press and gaining attention for his cause.

The politics got dirty. Mather likes to tell the story of how his plans to gain control of faculty hiring were being thwarted by a pack of crooked politicians back in Boston—"Those dumb Irishmen who crawled out from under a rock," he still calls them—who opposed his so-called freedom bill. One day in 1956, after Senator John F. Kennedy had finished speaking to the student body, Mather told Kennedy of a vicious rumor his enemies were spreading that the UMass admissions office was discriminating against Catholics. "That's crazy!" Mather said, as they rode in a car heading for a reception. "Thirty percent of my students are Catholic!"

Displaying the classic Kennedy combination of lofty idealism and brutal back-room toughness, the senator told Mather he fully supported his vision of quality public education,

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1987. "Next year we will have at the most fifty," he says.

Chametsky notes that he is being asked to write an unusually large number of recommendation letters for colleagues who are exploring job opportunities elsewhere. "If I was younger, I'd go out into the market," he says. And the best are doing just that.

Sandra Morgen is one of those "younger" professors. She came to UMass as an assistant professor of women's studies in 1986 because "it seemed like an ideal place." And it was, for a while. In 1988 Morgen was named a Lilly Teaching Fellow, a UMass program designed to reward its most talented junior faculty by giving them time to improve their teaching skills. "The longer I stayed, the more I wanted to stay," she says. But this fall Morgen will be teaching at the University of Oregon, which offered her a $16,000 raise and other incentives to leave New England. "I made it clear when I got this job offer that I wanted to stay," says Morgen. But UMass was unable to match the offer.

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then asked for the names of those ugly fellows who were bothering him. A few weeks later, the smear campaign mysteriously stopped and the freedom bill passed.

Despite such victories, Mather remained the agitating outsider, and he resigned histrionically in 1960 after the state senate killed a faculty salary-increase bill. But his low-key successor, Dr. John W. Lederle, picked up where Mather had left off. In style and manner, Lederle was a complete contrast to his predecessor. He was an insider who understood how to negotiate, compromise, and keep quiet. And his experience as a state budget administrator in Michigan meant he also knew how to loosen purse strings to fund a big state university system.

Excited about the enormous potential he saw before him, Lederle told the university community during his inaugural address in the spring of 1961, "What we have here is potentially a giant. I do not mean merely a bricks and mortar giant, but a great public center in higher education in this region."

Lederle presided over the most dramatic period of growth in the school's history. After convincing the legislature to give him control over his budget in 1962, he raised faculty salaries and began raiding other schools for their most prestigious faculty members—mathematician Marshall Harvey Stone from the University of Chicago, Yale physicist Robert Gluckstern, and Johns Hopkins astrophysicist John D. Strong (who brought along $1 million in equipment). The number of faculty members more than tripled over the next ten years and their salaries nearly doubled, from $7,528 a year to $13,500.

Lederle bought hundreds of acres of nearby land and built seventy buildings in Amherst, expanded east to Worcester with a new medical school, and opened a small campus in Boston. There had been just 6,400 students at UMass when Lederle took over in 1960. By the time he left in 1970, UMass was a thriving community of 21,000.

The dreams of that era—when Robert Frost read poetry at President Kennedy's inaugural, when the Sputnik launch had boosted education to the top of the national agenda, and universities were raucous construction sites filled with bulldozers and half-completed buildings—can still be seen in Dr. Lederle's eyes. Sitting, fists clenched, in the stuffed chair of his living room in Amherst, the distinguished seventy-eight-year-old retired college president nearly leaps recalling those days. "Gee, we had a lot of excitement back then!" he cries.

Lederle wanted nothing less than to make UMass "one of the top ten public universities in America." And he bristled at suggestions that public schools can never be as good as the elite private colleges. "We're not trying to create an Ivy League college or a Big Ten here," Lederle told *Time* magazine in 1968. "We'll take the best of both and do better."

There was a time when it seemed that Lederle might actually pull it off. In 1966, for example, UMass could afford to turn away all but the best students, accepting only 4,000 out of 21,000 applicants.

But Massachusetts is a place that seems perpetually enslaved to its past. Though its state university was developing a national reputation for excellence, other public schools around the country also were growing and improving at a phenomenal clip. State appropriations had quadrupled since 1960, and millions of dollars had been approved for new buildings and faculty salaries, but Lederle insisted it still wasn't enough to make up for years of neglect. "I'm making the same speech now as when I came here nine years ago," he told the *Boston Globe* in 1969. "We're still fiftieth in the nation in per capita support of higher education." His lieutenant, Provost Dr. Oswald Tippo, angrily resigned that same year when the governor's budget recommended a $10 million budget cut.

There's been an old saw going around UMass for years that its greatest tactical error was in building a medical school rather than a law school. Today, the state legislature might be filled with legions of graduates from UMass, rather than Harvard or Boston College, to fight for more money. Instead, what UMass got throughout the 1970s and 1980s was a state government dominated by Governor Michael Dukakis, a Harvard man unable to conceal his disregard for public education.

In a famous remark that still makes Lederle seethe with anger, the Duke told the *Boston Globe* in 1986, "We aren't California, we're not Texas, and we're not Michigan. We're a different state. We do happen to have some of the finest academic institutions in the world, and I don't think it makes sense for us to try to duplicate that."

Today, Lederle remains despondent over the crumbling of the institution he built. "If a young student came to me today and said, 'Should I go to UMass?' " he says sadly, "I'd have to say no."

Paul Keegan is a free-lance writer based in Boston.

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MELTDOWN AT UMASS

John Cruz, a sociologist and another former Lilly Fellow, left UMass last year for the University of California at Santa Barbara. "I came to the university at the tail end of the high point [in 1987]," says Cruz. "I was very pleased to have been hired there, [but] all of a sudden it was like somebody started flipping switches, and generator after generator started humming down." By the time Cruz had another job offer in hand, he was so discouraged that, he says, UMass "couldn't" have successfully countered the UCSB offer.

Barton B. Byg, an assistant professor in the Department of Germanic Languages, has not yet decided to leave UMass, but he admits he would have a hard time turning down a good job offer. "It's a painful dilemma, because you don't know if it's in your own best interests to hold on," says Byg, yet another former Lilly Fellow. "You can say that you'll wait three to five years, but those three to five years can be crucial to a career."

One group of faculty not yet jumping ship in great numbers are the well-known, long-tenured faculty who buttress the university's academic reputation. But there is concern that these key people might also soon begin looking elsewhere. Robert Paul Wolff, a professor of philosophy who came to UMass from Columbia, says he is not looking to leave. "I like state universities. I like public higher education. And I like the University of Massachusetts," he says. Nevertheless, he does not like what he sees happening to the school. "The place where we are hurting the worst is at the undergraduate level," says Wolff. "There are thousands of students who can't get into the courses they need for their majors or core requirements." This is due to the attrition of faculty and cuts in the support of teaching assistantships for graduate students, Wolff says.

Many professors, angry and resentful at the way they are being treated, point their fingers at a state government that, they claim, has never valued public higher education. In fact, in a state where Harvard, MIT, and Amherst College have historically provided the measures for excellence in higher education, the state-supported university system does seem far down on the totem pole of legislative priorities.

A report published last fall by the UMass Institute for Economic Studies and written by Associate Professor of Economics James K. Boyce paints a dismal picture of support for public higher education in Massachusetts. The report notes:

➤ In 1988, when state support for UMass peaked, Massachusetts still ranked forty-first in the nation in per capita spending for public higher education.

➤ Massachusetts, which had the third-highest per capita income in the country in 1988, spent less per person on education than Mississippi, which has the lowest per capita income in the nation.

➤ UMass ranks dead last in the country in library expenditures per student for public higher education, spending just $166 per student compared with a national average of $270, according to adjusted 1986 figures.

➤ The library at UMass-Amherst, the state's flagship university, contains roughly one-fifth the books and periodicals of the Harvard University library.

➤ The state provides twice as much scholarship aid to students attending private colleges and universities as to those attending public schools.

These fiscal snapshots, it must be pointed out, were taken from a time when state funding was at an all-time high. Since 1988, state support for overall public higher education in Massachusetts has dropped from more than $750 million a year to a proposal for less than $480 million in fiscal 1992. With budgets dropping so precipitously, "you just can't make any plans," says Murray Schwartz. "You can never envision the future without the future being blown up in front of you."

For John Cruz and others it is clear that UMass is simply not an urgent item along the Beacon Hill corridors of power. "The state seems to have two industries," says Cruz, "high technology and private higher education. And public higher education is viewed as a poor relative whom you hope won't show up at your house on holidays." Former Governor Michael Dukakis was known to say publicly that the reputation of higher education in Massachusetts rested with Harvard and MIT, a sentiment that never failed to rankle those at UMass. Governor Weld, a Boston Brahman, certainly seems to share that feeling.

There is an inescapable class element in all this. In Massachusetts a first-rate higher education has always been either a privilege of the rich or its gift (through scholarships, etc.) to the lower orders. It is a circumstance in which today's statehouse power brokers are deeply implicated. For example, only a quarter of the state's representatives and senators have degrees from public colleges or universities. Fewer than 10 percent graduated from UMass. Even more striking is the makeup of the state Board of Regents, the governing body for the twenty-nine-campus public higher-education system. Only three members of the thirteen-member board are the products of public schools, and this includes the current UMass student member. Four more members attended both public and private schools, and the remaining six attended only private colleges or universities. Only two of the board members have degrees from public schools in Massachusetts.

Provost Richard K. O'Brien says the next few months are crucial to the future of UMass, and he sees two scenarios for what may be in store. "If we could be left alone and digest the cuts we've had over the last three years, then we could convince top faculty that we could remain a stable institution. The problem is that the threats around the corner [further budget reductions and an unpaid furlough for all state employees] are so discouraging that there's a real risk that within the next few months we would lose the top 10 percent of our faculty, the people that make us a great university."

The key will be just how frustrated faculty are and whether they can see anything good coming at the end of the seemingly endless rocky road. "It depends on people's sense of whether this is a place where a career can be built. It's that long-term perspective that we've got to preserve, or else we'll lose the last fifteen years' worth of advance . . . quite quickly," says O'Brien.

O'Brien won't guess which way he thinks it will go, saying, "It's a very tense moment right now." But earlier this year he was identified as an applicant for the presidency of the University of Arizona at Tucson. He didn't get the job. LF

Stephen J. Simurda, a free-lance journalist who lives in Northampton, Massachusetts, often writes about economics and education.

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—John W. Kronik, *PMLA,* 106 (March 1991) in his editor's column on citations appearing in *PMLA* 1981–1990

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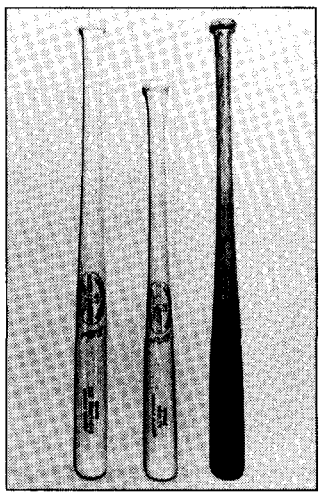
ESSAY

It Happens Every Spring

GREEN THOUGHTS IN A GREEN SHADE ABOUT WHY INTELLECTUALS LOVE BASEBALL



BY WARREN GOLDSTEIN

It's February, and bedtime for the children. I need them in bed so that I can scale a mountain of neglected student papers. At eight o'clock, it's been dark for hours, and a long February night's work stretches in front of me. I trudge into my younger son's bedroom. The little buzz from my before-dinner scotch is gone; the kids, deprived of the outdoors, have been destroying the bathroom; and this child, my brilliant, tortured, handsome, infuriating second son, decides he wants a new good-night song.

At first I can't tell if he means it or if he'd just like his father to experience some of the confusion that dogs his sixth year of life. I sense a fight coming, the kind I win and we both lose. I suggest a couple of songs we know. He rejects them quickly, with a look that says, "This is a test, and you're failing it." My spirits sink and I silently start calculating fallback positions on the papers. But I can see that he still expects me to pull this one out of the hat. Suddenly I feel inspired—"How about 'Take Me Out to the Ball Game'?" He has to think about it. I try not to betray my own gathering excitement. (Such a song for a winter night! I don't often have ideas this good.)

My self-control pays off. "Okay," he decides, "go ahead," and I croon it, ballad-like, milking the final words as long as my breath lasts. "Again," he says. I'm in heaven. This time he even joins in for a few lines, not as he usually does, against my rhythm, but with me, trying to follow my phrasing. We finish together and grin at each other. I kiss him and wish him good night. I'm humming as I leave his room, eager for spring training.

Have you ever paid attention to the words of this silly little song that will be sung from more than a hundred million throats this season?

Take me out to the ball game,
Take me out to the crowd.
Buy me some peanuts and cracker-jack;
I don't care if I never get back.
Oh it's root, root, root for the home team;
If they don't win it's a shame.
For it's one! two! three! strikes you're out
At the old ball game.

Here is a poem that speaks to us from age to age: A child will say at least the first three lines and probably share the fourth with an adult, who then picks up the last four lines. (Few children feel that if their team doesn't win it's a "shame"—it means their team lost, and defeat is bitter.) Adult fans have, or rather can have, a better sense of the "long season," of how many defeats make up even a championship season, of how much failure there is in the finest baseball performance.

The song begins in childhood, at a special place on an endless afternoon. (What, for children, *would* there be to get back to?) It's a place somehow connected to "home"—home team, home plate—and our happy partisanship toward it. Home is permanent at the ageless "old" game; a place to return even in the wake of failure. The song draws adults into playing hooky from adulthood, remembering their childhoods; while children are drawn into the bustle and consequence of grown-up time and experience. Finally, parent and child are drawn together by

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the seventh line, as, mock umpires, we hold up our fingers, one, two, three, then slide into the familiar embrace of the final line. No wonder it soothes and delights.

Baseball is a rich, dense, 150-year-old text. No other game has drawn nearly so much recorded attention, so much written *work* from intellectuals—scholars, critics, novelists, poets, essayists—as our "national pastime." It calls forth an uncharacteristic mélange of celebration and cerebration, a body of writing that circles, in strikingly consistent ways, round and round the familiar territory staked out in the game's anthem.

Take, for instance, Roger Angell's *The Summer Game*, his first collection of *New Yorker* baseball pieces, written before he'd become the preeminent baseball writer in the country. In the book's widely reprinted final chapter, "The Interior Stadium," Angell layers his own baseball memories onto those of his father, a Cleveland Indians fan of the early 1900s. "The players below us [on the field]—Mays, DiMaggio, Ruth, Snodgrass—swim and blur in memory, the ball floats over to Terry Turner, and the end of this game may never come." Lost in the blurred memories, mine and my father's, I don't care if I never get back, back to work, back to the life of a grown-up.

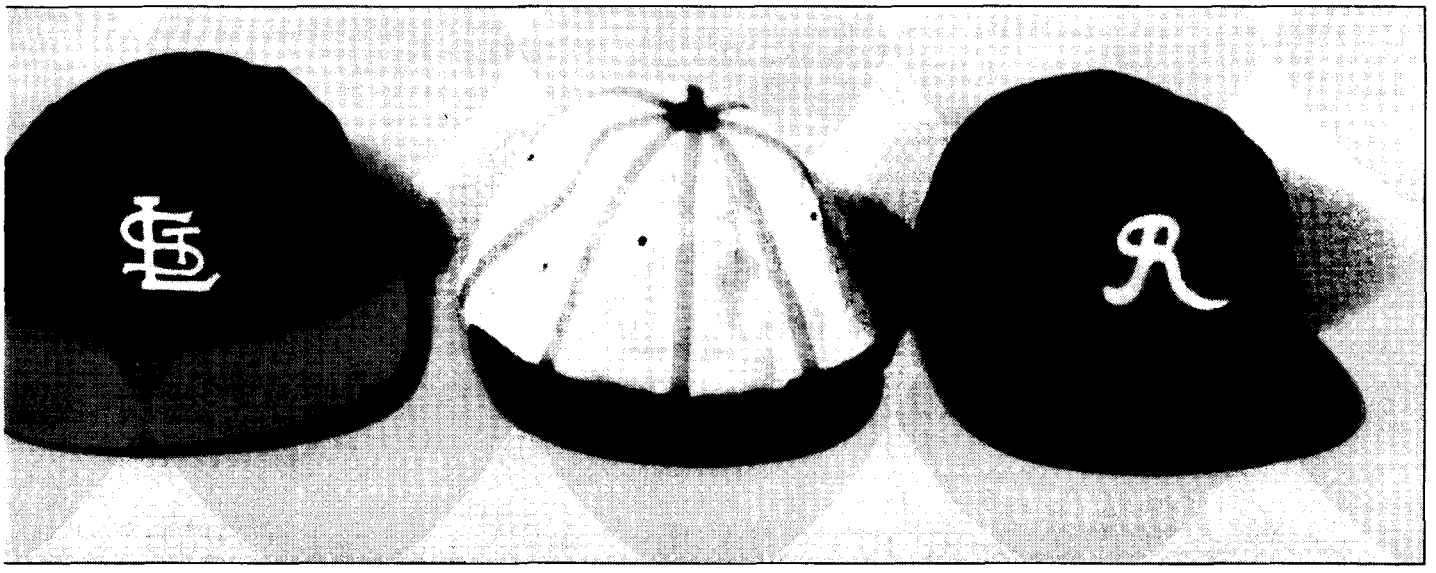
Angell's next baseball book, *Five Seasons*, concludes with the story of his son's first major-league game. Angell, his wife, and the six-year-old boy see one batter strike out and then endure a forty-minute rain delay at Shea Stadium before giving up and heading home. The father's worry that his son's first Shea experience has been a disaster only deepens when the weather clears; by the time they get home the game is in progress. He apologizes to his son, who says, "Oh, that's all right. . . . I liked it there. That was cool." Relief. "So it was all right, after all, and maybe one batter is plenty to see, the first time. It was a beginning."

Intellectuals respond to this pull, baseball's endings and beginnings, its generations of fathers and sons and (occasional) daughters. (It is not accidental that Angell's wife disappears in his account. This literature is usually written by men, and is about boys and men.) Carried by the game, the emotional energy flows between father and son. The physicist Robert K. Adair dedicates *The Physics of Baseball* to "the memory of my grandfather, . . . who often sat with a small boy behind third base watching 3-I League baseball in the old Fort Wayne ball park in the 1930s, and to the memory of my son, . . . graceful first baseman on his championship Little League team." In baseball Adair finds the language to connect memories across four generations, more than a century. One wonders, ungraciously, about the missing link, the author's father.

The obligatory introduction to many baseball pieces is a sentence that begins "My father . . ." Stephen Jay Gould's *New York Review of Books* essay "The Streak of Streaks," on Joe DiMaggio's 1941 fifty-six-game hitting streak, leads off with "My father"; then come several sentences beginning with "I"; then comes "My son . . . exactly one generation" later. All in two paragraphs.

"Fathers Playing Catch with Sons," Donald Hall entitles his collection of prose baseball pieces. Or take Joel Oppenheimer's piece "My Father," which begins: "my father was born in 1893. he was a new york giants fan. my son nathaniel was born in 1966. he is a new york mets fan. i was born in 1930 and i was a dodger fan and am a mets fan, and i hate the yankees."

Like car-talk, and traffic-and-direction-talk, and aluminum-siding-talk, sports-talk allows men to converse. It's also one of the few sanctioned vocabularies with which we can talk to our fathers. For many male intellectuals that connection is so elusive, and yet so desperately sought, that we displace our own longing for it into scholarly or creative endeavor. Thinking and writing about baseball offers the tantalizing possibility of a filial homecoming.



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Having abandoned baseball during my adolescence, I came back to the game in graduate school, ninety miles from Yankee Stadium, home to my childhood heroes. Nourished by the Yankee resurgence of 1976–1978, my zeal (beware the newly reconverted) knew few bounds. Short-term loans from the bursar's office paid for playoff and series tickets. Intellectually as well as emotionally enthralled by my homecoming (and Yankee victories, also part of my childhood), I ended up writing a dissertation about early baseball history, and thereby transformed a rediscovered joy into years of ambivalence.

Small wonder. My father had been a fan of the lowly Washington Senators, and I suspect that my choice of the Yankees (it was a choice, since I had never lived anywhere near a major- league team) was designed to compensate for my (frequently noted) lack of baseball skill. (The joke in my family was that I couldn't catch a cold.) Years later, returning to the historical childhood and adolescence of the game as an apprentice historian, I told the story of how a boy's game became a man's sport and business. A metaphor for my life at the time? Absolutely. Nor was it simply disinterested scholarship that led me to examine the notion of the "good old days" in baseball history, and to argue that such days never really existed.

In fact, the content of a lot of baseball literature would suggest that the national pastime is for many intellectuals a psychoanalytic couch, an arena for self-discovery. Faced with this game saturated with childhood memories and cultural nostalgia, adults write things they would only dream of writing about anything else. A. Bartlett Giamatti, for example, the late Yale president and commissioner of baseball, was a tough college administrator and a tough commissioner. But when writing as a Red Sox fan after the 1977 season, he sounds like a middle-aged man recalling his first love. "It breaks your heart. It is designed to break your heart."

And how else, except in the sanctity of one's therapy session, could Philip Roth explain, via Portnoy, the joy of playing center field: "For in center field, if you can get to it [the ball], it *is* yours. Oh, how unlike my home it is to be in center field, where no one will

appropriate unto himself anything that I say is *mine!*"

Baseball's leisurely pace (in the long stretches between pitches or hits, there is time to think about things) and infinite spaces (theoretically, the foul lines extend forever) are often invoked to account for the obsession with which writers pursue the meaning of the game, or pursue meaning through the game. But it's more. In that stillness there's world enough and time to fantasize, to muse and blur the mind's eye: Mays, DiMaggio, Ruth, Snodgrass. . . . The pace of a ball game under a lazy summer sun invites the free-association that leads us back to childhood and parents and homes long gone, or to psychic places where we can't seem to avoid thinking about such matters. Last summer I sat down to write a piece about my older son and Little League baseball; I ended up writing about my father and me, and my one disastrous season as a ballplayer—thirty years ago.

In literature, baseball—however it affects the writer—often figures in the characters' search to find their literal or metaphoric way home. In William Kennedy's *Ironweed,* the former ballplayer Francis Phelan (now a bum haunted by the ghosts of men he has killed) walks into his family's house after an absence of twenty-two years. Baseball—the trunk full of old clippings and clothes and a glove and the ball signed by Ty Cobb—winds through the encounter. Going through the old baseball stuff, Francis comes across the letter his daughter, now grown and furious that he's just come back, wrote to him when she was eleven. He reads the letter out loud, tells a baseball story from those days, and his daughter softens. The game bridges the emotional chasm.

Gerard Mulligan's remarkable poem "Home" charts an awkward arrival:

> I step up
> to him, my father,
> half a halting way to kiss
> (one generation too late, or early—
> my son will kiss his father,
> as my father his)....

Later, in the kitchen, where years earlier they'd "heard Williams hit homers in the dark/(to let her sleep)," the narrator remembers the old Red Sox and feels "I am home." Baseball brings him home and then accompanies him on the car radio when he soon leaves "on another long road trip."

Similarly, as a scholar one is acutely aware that baseball commonly invites us to consider feelings and events that would otherwise have no place in our work. I remember vividly my own sense of committing scholarly heresy by undertaking to write seriously about baseball, an impression fully ratified on the day my would-be dissertation adviser stormed into the department office and, slamming my prospectus on the secretary's desk, loudly announced that he would have nothing further to do with this ridiculous project. The difference between Bart Giamatti and me, as my friends

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often remarked, was that his academic credentials were secure by the time he turned his pen to baseball. Mine were not.

Only through the medium of the game could (or would) a physicist get to memorialize his grandfather and his son in the same paragraph. How many places does a historian stand up for memory, as Bruce Kuklick does in his fine new book *To Every Thing a Season: Shibe Park and Urban Philadelphia, 1909–1976*? Kuklick goes even further, suggesting, heretically, "that seeking larger issues in history or threads of continuity with the present is not necessarily all-important. There is something to be said for memorial and remembrance of a world we have lost." Baseball compels reflections that don't come many other ways for scholars.

Where is that lost world? Partly, perhaps mostly, it's the "never-never land of childhood," in Kuklick's words, "a romantic vision of past family life, . . . a good old time whose potential the present has not fulfilled." But there's another home base for writers and scholars who love the game—the sense of being at home in the ballpark, with the crowd, with the rest of America. "Take me out to the crowd." The ballpark is probably the only place I routinely enjoy conversation with strangers. (It's also, for the record, the only place I've been on the verge of a fistfight in the past thirty years.)

Of course writing about baseball is also a way for intellectuals to flaunt populist credentials. George Will, the dandified right-wing pundit par excellence, poses on the cover of his muscularly titled *Men at Work* attired in full pinstriped and bow-tied regalia as a night game unfolds in the background. George Will a man of the people because he loves baseball? Unlikely. But who knows? Maybe he feels at home in the ballpark.

I have, often enough. Half a dozen of the most intense moments of my life have occurred at Yankee Stadium, each one shared with tens of thousands of strangers, fellow fans whose emotional release mingled with and twined around mine. I remember the embarrassed grins we gave each other afterward, as we milled around, not wanting to leave the stadium, after, say, Chris Chambliss's ninth-inning home run against the Kansas City Royals in the 1976 playoffs. We still felt the emotional energy and vulnerability (remember Brett's home run that tied it up?) that had connected us. There had been a kind of orgy going on at Yankee Stadium, and now we were getting back into our workaday clothes. Did we really go through all that? With these strangers? Had we really wanted a Yankee victory that badly over the past dozen years?

Some writers love the "purity" of baseball above all else. It is a beautiful and elegant game. But, for most of us, the emotion's the thing; that's what keeps us going back. It takes us back to the home of place, to Brooklyn or Detroit or the kitchen table, to the place where we were young, where there is always a home team for which we root. On the field, too, we watch and feel the continuous struggle to get home, to come on home, even to steal home.

Baseball comes back every year; maybe next year, maybe this year we can get back home and make it right, maybe even win. As we remember, or sense, the intensity of our childhood feeling in this game, we try to pass it on, in the hope that we can connect, as we were, or were not, connected years ago.

The night before Opening Day, I go in to sing my now favorite song to my younger son. I settle down next to his bed. "I think I want a new song, Daddy," he says. Somehow, I've anticipated this. "Are you sure?" "Yes, I like changing after a while." I go along, and we sing something different. No matter. We've had five glorious weeks. And he has a brother and a sister who are less changeable. I figure we're set for the whole season. LF

Warren Goldstein teaches American studies at SUNY/College at Old Westbury. He is the author of Playing for Keeps: A History of Early Baseball *(Cornell University Press).*

camera obscura

A Journal of Feminism and Film Theory/22

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FEATURE

AND NOW A WORD FROM OUR SPONSORS...

How a little noticed sex-education lawsuit could turn every taxpayer with a gripe into a classroom censor

By Thomas Vinciguerra

It starts with foreplay. . . . He massages her vagina and kisses her breast; she rubs his penis and scrotum. . . . Then there is some oral sex. . . . Intercourse follows, and climax is achieved. . . .

You won't find this particular encounter, from the aptly titled educational movie "Sexual Intercourse," on Forty-second Street or at your local video shop. You can find it in a health-ed course called PED 251, Family Life and Human Sexuality, given by Nassau Community College, in Garden City, New York. But if you're not enrolled, forget it; you can't just walk in and expect a private screening.

And therein lies what is potentially one of most significant legal battles now facing higher education. The attempt by a conservative activist to see this film and other materials used in PED 251 has escalated into *Russo* v. *Nassau Community College,* a test case that represents the first application to the classroom of New York's Freedom of Information Law (FOIL), the state equivalent of the federal Freedom of Information Act. It's a case that, nationwide, could render traditional notions of academic freedom obsolete by making the lesson plans, tests, conceivably even the notes of teachers in public institutions, subject to public scrutiny. Politicians, pressure groups—anyone, in fact—could review and use such material in any manner they chose.

This is not some paranoid leftist fantasy. Last April the New York State Supreme Court judge who heard *Russo* v. *Nassau* ruled as "groundless and totally unjustified" the college's arguments that classroom materials are not subject to Freedom of Information statutes; and he ordered all PED 251 visual materials to be made available. The college is now fighting to reverse that judgment.

Nassau Community College (or N.C.C.) is situated on the remains of Mitchel Field, a former Air Force base, in what looks like a series of adobe beehives. The college has an enrollment of approximately 20,000, divided about evenly between full-time students and part-timers. A considerable number are adults who are pursuing degrees for the first time, or who have gone back to school for a course or two.

Joseph Dondero, the chairman of the Department of Health, Physical Education, and Recreation, is one of eighteen people who teach PED 251. A former Marine, with the bluff manner of a high school gym teacher, he describes the course as "designed to provide the most accurate information we can. It runs the breadth of sexuality, basically."

That includes, but is not limited to, parent/child relations, growing up, dating, courtship, engagement, marriage, male and female anatomy and physiology, pregnancy, birth control, abortion, and rape. Requirements vary from class to class, but students usually submit three short book or article reviews, and take a midterm and a final.

Some students enroll out of prurient curiosity; others are in search of badly needed information (says one, "Believe it or not, there are people in there—eighteen, nineteen, twenty years old—who don't know anything about birth control"); for still others the course is simply one way of completing a health-ed requirement. Whatever the reasons, PED 251 is staggeringly popular: Its thirty sections draw about 3,500 to 4,000 students annually, and some 50,000 people have taken it since its inception in 1968.

Reportedly, most have found the class informative, perhaps because Dondero, who finds discomfort "a fascinating conversational area," urges people to speak their mind, especially if they disagree or feel embarrassed. It's a tactic that works, according to Richard Carman, a twenty-nine-year-old auto mechanic. "By the end of the class," he says, "everyone could talk to everybody about anything."

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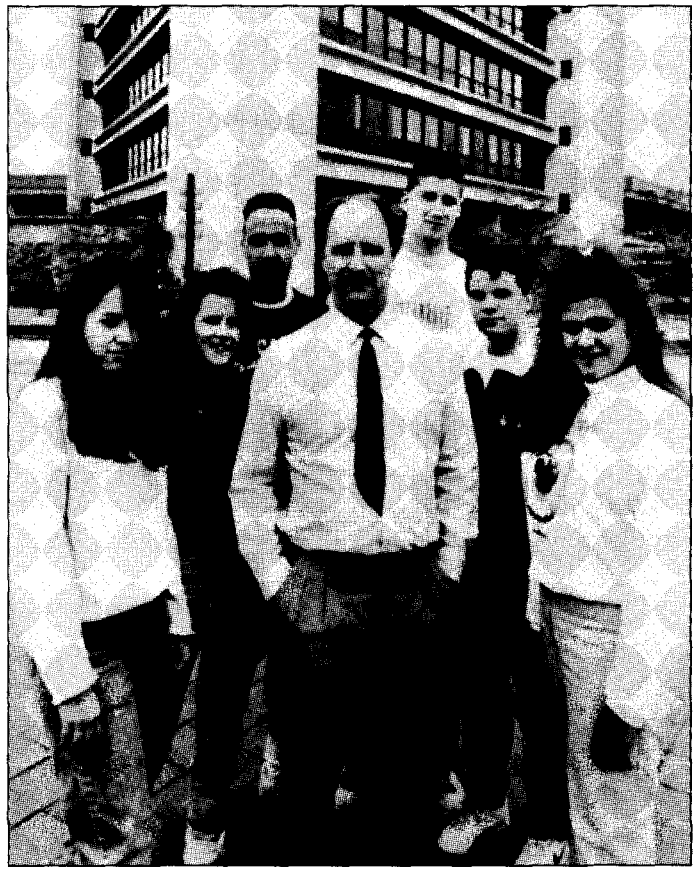
Now enter Frank Russo, the managing director of marketing services for New York Telephone and the president of the Long Island–based advocacy group Citizens for a More Informed America (CFMIA). The group's sixty members are engaged in an ongoing attempt to arrest what Russo calls the "moral breakdown" of a society riddled with illiteracy and high dropout rates, unwed mothers, rape, and sexually transmitted diseases. Russo faults the nation's schools, which are failing miserably in their basic educational mission, and the lurid, liberal major media. "Those two institutions, which are vital in any society, are, in our judgment, at the heart of this breakdown in values."



Joseph Dondero with some of his students. "Believe it or not, there are people in there—eighteen, nineteen, twenty years old—who don't know anything about birth control."

Russo has seven children (none of whom attend Nassau Community College) and does not consider himself especially political. "The only congressional race I ever contributed to was for a rabbi running in Brooklyn," he says. He first heard of PED 251 when one of his coalition members showed him the text used in the class. Russo didn't like the "value-neutral" approach of the book—its nonjudgmental tone about such practices as wife-swapping, homosexuality, and necrophilia.

"It was not a fair textbook," he says flatly. "If they're going to portray homosexual activity as something that's legitimate, that is conveying a message, that is not neutral. When you take a position of neutrality on an issue of right and wrong, that conveys a message."

Citizens for a More Informed America does not maintain a political hit list of individuals or programs to be opposed, opting instead for a program of generalized support for "family values." And PED 251, Russo determined, was taught in a manner inconsistent with those values. He was incensed by a "field trip" offered by two instructors: Among other options, the assignment suggested that students visit an "abortion clinic, nude beach, gaybar [*sic*], divorce court, etc.," or "interview a priest or any other clergy about sex, a police officer about sex offenders, a prostitute about her experiences, etc."

Also deemed offensive were some 200 slides of male and female genitals used by several instructors for lectures on anatomy and physiology. Russo was shocked by their abundance, as well as by the questionable taste of a number of entries that depicted penises wrapped in hot dog rolls, in the American flag, and in glasses. "A bunch of these professors are viewing sex in this absurd way," he says. "I'm not sure what term to use—in a way that degrades sex, that treats it as a commodity, and that is probably consistent with their own view of morality." ("Not that I want to say sex is dirty," he later added. "Sex is beautiful and sacred.")

Dondero acknowledges that "improprieties" have occurred, but he notes that the field trip now excludes visiting a gay bar and talking to prostitutes. As for the slides, which he characterizes as "spoofy" Seventies' artifacts, designed to make students feel more comfortable with the class subject, most of them now sit on a shelf in Dondero's office.

At the center of the PED 251 storm is the seventeen-minute Swedish film "Sexual Intercourse," produced in 1972 by R. Maj-Briht Bergstrom-Walan, one of Sweden's leading sex educators and therapists. The highlight is a couple engaged in sexual intercourse, from foreplay to climax, situated on a revolving bed to afford better viewing of the different positions that they assume. Instructors usually explain to the class what is transpiring on the screen. "One position may be the female superior, and we talk about freedom of hands and visual [impressions] and things of that sort," Dondero says.

"Sexual Intercourse" is shown late in the course, when students have had a thorough grounding in the material, and the instructors are at liberty not to screen it at all if they feel students are not ready for it. Many who do see it

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are unimpressed, or at least untitillated. "I couldn't understand what all the controversy was about," says Elizabeth Petruzzi, a nurse. "Nothing spectacular." Says Richard Carman, "It's extremely boring."

In the summer of 1988, Frank Russo used FOIL to request a screening of "Sexual Intercourse." Anna Marie Mascolo, N.C.C.'s general counsel and its FOIL officer, denied the request. "As I saw it, the film was not a record, as is contemplated by the Freedom of Information Law."

Under FOIL, a record is defined as "any information kept, held, filed, produced or reproduced by, with or for an agency or the State Legislature, in any physical form whatsoever." N.C.C. does not contest that it is a government agency. It does, however, have a definite view of what constitutes a record. Noting the exceptions to FOIL—inter- and intra-office memos, anything that would impair collective-bargaining negotiations—Mascolo argues that academic materials are exempt as well. "We cease being a public agency at the classroom door," she says. "The legislature never contemplated that a textbook or a professor's notes constitute a public record." Her rationale is simple and categorical: "Any kind of intrusion in this matter, in this manner, would have a chilling effect on the exercise of academic freedom."

The New York Civil Liberties Union, which has filed an amicus brief in the case, agrees with Mascolo (and thus finds itself in the unlikely position of not advocating full disclosure). As Wayne N. Outten, the head of the writing team on the brief, says, "The First Amendment trumps the Freedom of Information Law."

The college also maintains that the law is misapplied in this case, having been originally designed to prevent the clandestine exercise of untrammeled power. "The intent of the law is to protect the public from incidents such as Watergate, where government acts were taking place in private," says Mascolo. And, as Dondero says, "When 50,000 students take a class, there's no secrets."

For his part, Russo denies any attempt at censorship. "Every one of us is entirely supportive of academic freedom," he insists. "It comes down to: What does academic freedom mean in a publicly funded institution? In a reasonable way that's entirely convenient to the college, we'd like to establish the principle of the right of the public to know. We don't think that's in any way inconsistent with academic freedom." He emphasizes, "If I had to pick any word at the heart of our argument, it's 'accountability.' "

Russo appealed his request to N.C.C. president Sean Fanelli, who reviewed the case and concurred with Mascolo. The appeal then went to the Committee on Open Government, the New York State agency that renders advisory opinions on FOIL cases—the keepers of the law, as it were. Robert J. Freeman, the committee's executive director, declined to give a firm opinion because he felt that the use of the film as part of an academic institution's course syllabus "raises issues that go beyond the scope of the Freedom of Information Law."

It was, Freeman admits, a rare moment of indecision for the committee. "Generally speaking," he says, "I don't like to hedge in an opinion, but in this case I did." He does confess to some misgivings about N.C.C.'s rationale. "I personally don't see censorship as a means of assuring academic freedom. The notion of censorship may be contradictory in the context of a university."

At this point, there was nowhere for Russo to go but the courts, and in the summer of 1989 he brought suit against N.C.C. in the State Supreme Court, with the New York State United Teachers and the State University of New York joining N.C.C. as interveners.

Last April, to the astonishment of many, Judge George A. Murphy decided

PHOTOS BY LEO TOUCHET

Frank Russo with his family. "It comes down to: What does academic freedom mean in a publicly funded institution?...We'd like to establish the principle of the right of the public to know."

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in favor of Russo, allowing him access not only to the film but to slides, filmstrips, and other movies as well. (After making his initial request to see "Sexual Intercourse," Russo had broadened his terms to include "all the visual aids used in PED 251.") Not only that: In his decision, the judge went out of his way to rake N.C.C. over the coals, writing, "[T]he College, by viewing this statute as a threat to academic freedom, totally misreads, misunderstands, and misapplies FOIL's high purpose, worthy objective, and limited application. . . . An institution that is dedicated to the pursuit of information and truth ought not to place itself, mistakenly, against affording that same democratic freedom to the people who support it. Such a public posture is lamentable as incongruous, timid, suspect, groundless, and totally unjustified."

Judge Murphy's reasoning left Russo's adversaries notably underwhelmed. "It's a casual and incorrect analysis of the academic-freedom point," is the opinion of Wayne Outten. "As is well known, when you have a conflict between a statute and the Constitution, the Constitution prevails."

And Mark D. Laponsky, associate counsel for the Association of American University Professors, which subsequently filed an amicus brief, believes that "the trial court, in reading the Freedom of Information Law very expansively, unnecessarily created a tension between individual faculty members and the public's need for information. I had the impression that the judge gave very short shrift to the issue of academic freedom."

Laponsky points to the 1957 Supreme Court case *Sweezy* v. *New Hampshire*, wherein a state legislature authorized the attorney general to determine whether there were "subversive persons" in the state. Under investigation, one Paul Sweezy refused to discuss the contents of a lecture he had delivered at the University of New Hampshire, and the State Court held him in contempt. The Supreme Court reversed the decision and said that an invasion of Sweezy's liberty in the area of academic freedom had occurred.

"A conceivable application of Judge Murphy's decision," says Laponsky, "would be to require the production of any of the varied instruments used in the classroom for instruction— perhaps including books, films, lecture notes, models, assignments to students, discusssion guides, and specific questions used to prompt discussion. Whatever the range of classroom instruments may be, it is swept within Judge Murphy's decision." Moreover, the ruling could potentially be applied in every state in the country, since all have some kind of public-access law on the books.

> LECTURE NOTES COULD BE USED TO "PROVE" THAT STATE COLLEGES AND UNIVERSITIES WERE DOLING OUT PROPAGANDA TO THEIR STUDENTS.

Nassau Community College has appealed the case to the state's appellate division, and, because an automatic stay is granted when an appeal goes through, "Sexual Intercourse" has yet to be seen by Citizens for a More Informed America. Russo, however, has seen it, at a regular showing in a PED 251 class. Dondero invited him, as well, to state his views to the students. The occasion was, in Mascolo's words, "a good-faith effort on the part of the college that turned sour." The students apparently made their contempt for Russo's sexual politics abundantly clear, while Russo himself concluded that "Sexual Intercourse" "has the effect of increasing sexual activity. And I don't think we need to do that."

Russo declares that he is not out to eliminate PED 251; he just doesn't want his tax dollars to support it. "The community should have a means for influencing the way a publicly funded college is going to be run," he says. And Citizens for a More Informed America believes that means may be found in applying political pressure. Russo suggests that people who are upset by PED 251 might elect local officials amenable to cutting back on funding of N.C.C. (the county provides more than a third of the college's annual budget), and in August of 1989 he tried to pressure the Nassau County Board of Supervisors into holding up N.C.C.'s budget until the college gave the board a fuller explanation of the course. "It took us a week or two to marshal our forces until we could convince the county fathers that this was none of their business," says Mascolo.

Citizens for a More Informed America is also trying to influence several private colleges that offer courses similar to PED 251 (Russo prefers not to name them) to modify their curricula to more closely approximate CFMIA's version of family values. But it is in the public realm where his group and others like them may be able to do real damage—and not merely where sex education is concerned. Classroom materials, particularly when used out of context and in edited form, could be employed to "prove" that state colleges and universities were doling out subversive, racist, sexist, rightist, leftist, etc., propaganda to their students. And in an election year politicians, when confronted with such noisy mock evidence, might very well have to listen.

This possibility is all too apparent to Philip Nicholson, the president of the Nassau Community College Federation of Teachers, who calls the actions of Citizens for a More Informed America "frightening." Nicholson says his colleagues are confident that Russo will lose his suit, if only because their prospects if he wins are just too dismal. "[We] believe that ultimately we will have to be vindicated," says Nicholson. "Because if we're not, the whole concept of public education in New York State and the nation would become public indoctrination."

As for Russo, he will continue his crusade against colleges that show explicit sex-education films. "Anyone who doesn't change," he warns, "we're going to publicize it."

Thomas Vinciguerra is the associate editor of Columbia College Today *magazine. His articles have also appeared in* The New Yorker .

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Our man in WASHINGTON

BY ALEX HEARD

Paul Wellstone comes to town—in a bus and in a hurry

American Government 101 was never like this. It was mid-February, and Minnesota Senator Paul Wellstone—the political-science professor from Carleton College who had upset Republican incumbent Rudy Boschwitz three months before—appeared on *The Jesse Jackson Show*. The topic of the day was the Gulf War, and as he settled into his overstuffed chair, an expression of doubtful fascination dawned on Wellstone's face.

Little wonder. Sitting opposite him was G. Gordon Liddy, ranting about Jane Fonda and Vietnam to a highly responsive audience. (I heard a producer order her people to "Find screamers!" for the question period.) Soon, the freshman senator was being grilled on the air by a young rightie with a military flattop who was angry about Wellstone's lack of support for a U.S.-sponsored hit on Saddam Hussein. "Senator Wellstone, do you seriously think Hussein, if he had the chance, wouldn't like to . . . kill . . . George Bush?"

Wellstone, a veteran of classroom encounters with youthful stridency, handled the question easily. First he nodded and smiled as if to say, "Good point, son." Then he said he rejected "the idea of using Saddam Hussein's moral standards as anything we in the United States should live by." The fickle crowd clapped.

Paul Wellstone's victory over Rudy Boschwitz was the only Senate upset in a year that was supposed to see sweeping rejection of incumbents. That alone would have assured his getting more than a freshman's share of attention when he arrived in Washington. The total package, however, amounted to an instant media mini-phenomenon. By the time most senators arrive at the Capitol, they have long ago learned to speak like FM disc jockeys with policy smarts. In contrast, the short, stocky Wellstone speaks in an excited bray. He has an open, friendly face and a woolly helmet of hair that prompted Germond and Witcover, the syndicated columnists, to label him an "impish, Harpo Marx lookalike." The comparison is apposite, because during his early days in town he acted like he had a mandate to spritz the collective face of Power Town.

"In the world of Washington," Wellstone says in an interview, "there is this overwhelming, conventional wisdom about who can be effective and what the 'senatorial style' is. I knew I wouldn't fit in, and that doesn't bother me at all." Like a lot of candidates,

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Wellstone ran "against Washington." But unlike most of them, he insists that he *really* dislikes the place, and everything the senator has done so far appears calculated to reinforce that impression. For example, he first hit town in an old bus he'd used to canvass his state in search of votes; he held a histrionic anti-Gulf War rally at the Vietnam Memorial; he made a point of telling reporters that he "despises" Senator Jesse Helms.

On January 3, swearing-in day, he even managed briefly to attract the attention of the Man himself with a little political theater. After taking the oath of office from Vice President Dan Quayle, Wellstone handed him a cassette tape of a Minnesota town meeting on the Gulf crisis and jokingly recommended that the vice president listen to it if he had any interest in developing "a real feeling for what the people are worried about." President Bush, when he heard of the stunt, asked, in words that may haunt Wellstone when he runs for reelection, "Who is that chicken shit?" By the time the Republican right held its annual Conservative Political Action Conference in February, mere mention of Wellstone's name provoked melodramatic hissing from the assembly.

Clowning aside, it would be a mistake to regard the senator as a political naif—or even as a renegade. Wellstone has been an active player in Minnesota politics for many years, and he has always operated within the confines of the Democratic party. (In an article for *The Progressive* in 1983, he rejected the idea of forming a third party to the left of the Democrats.) His political background reflects his scholarly interest in grass-roots organization, which dates back to the late 1960s, when he wrote a doctoral dissertation on "Black Militants in the Ghetto: Why They Believe in Violence."

In 1969 he took a teaching job at Carleton, at first (some might say always) looking at the small liberal-arts school as a way station to somewhere else. In time he decided to stay, but his activism in campus protests—over the years he has spoken out against the Vietnam War, U.S. farm policy, and Carleton's investment in companies doing business in South Africa—got him arrested a couple of times and prompted college officials to try to deny him tenure in 1973. The dispute was decided by outside academic arbitrators, who ruled in his favor.

Paul Wellstone with his wife, Sheila, election night, 1990.

A/P Wide World Photos

During the 1970s, Wellstone's engagement in Minnesota politics resulted in two books. *How the Rural Poor Got Power* describes his experience as a founder of the Organization for a Better Rice County, a community-action group in southeast Minnesota. And *Powerline: The First Battle of America's Energy War* chronicled the unsuccessful efforts of a group of Minnesota farmers to halt development of a large, high-voltage rural electrification project.

By the time Wellstone first ran for political office in 1982, when he won the Democratic-Farmer-Labor party nomination for state auditor, his public style was already set. In a report on his candidacy, *The Progressive* called him "A Prairie Populist with a Ph.D." whose "hell-raising" speaking style "prompted comparison to . . . Robert M. Lafollette." Wellstone stumped on behalf of liberal causes—a moratorium on farm and residential foreclosures, for example, and a state bank that would have made low-cost loans for housing and small businesses—but he lost to Minnesota's current governor, Arne Carlson. In 1988, Wellstone served as Minnesota co-chairman in the Jesse Jackson for President Campaign. After Jackson lost, he took a similar post in the state's Mike Dukakis campaign (and helped carry the state for his candidate).

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Our Man in
WASHINGTON

As a faculty member, Wellstone taught introductory political science and two upper-level courses, on "Social Movements and Protest Politics" and the "Politics of Race, Gender, and Poverty." He was popular among Carleton's predominantly liberal student body, says Andre Colaiace, a senior editor at the campus newspaper, *The Carletonian*. "His classes and approach were right at home with the philosophy of most Carleton students." In practice, that meant, reputedly, easy grading and a fair amount of classroom proselytizing. He was less popular with the campus administration and his more conservative colleagues, among whom Wellstone's highly visible style aroused resentment and charges that he was more concerned with advancing in state politics than with teaching. A line making the rounds after Wellstone won his Senate seat (and resigned his faculty position) was, "Carleton's gain is Washington's loss."

So far in Washington, Wellstone hasn't done much besides annoy his enemies. Like virtually every other legislator, he spent most of early 1991 reacting to events in the Gulf. During his senatorial campaign, he supported sanctions against Iraq but opposed appropriating "one cent" for "offensive action there." In his first big speech, during the debate on whether Congress should authorize the President to launch the war, he asked for continuation of sanctions and staunchly opposed combat. "[I]f I believed that Saddam Hussein was a Hitler and that we must go to war to stop him . . . then . . . I could accept the loss of life of one of my children," he said, sounding genuinely anguished. ". . . But this is the truth. I could not accept the loss of life of any of our children in the Persian Gulf . . . and that tells me that in my gut I do not believe it is time to go to war. . . . "

After the war started, Wellstone adopted a position that was a few clicks to the left of Sam Nunn. He stayed away from the protest movement, announced support for the troops and opposition to a ground war, and called for pauses in the bombing to allow for new rounds of diplomacy. He also discovered one way the Senate differs from academia: Whatever you do, people are paying attention. In Minnesota, he was criticized by pro-war types for only going halfway, and by some lefties who felt that he was already wading into the mainstream.

Now that the war is over, how will he occupy himself? Wellstone says his main areas of legislative interest are "national health care, child welfare, education, energy policy, and campaign-finance reform." In his campaign, he backed a national health plan advanced in 1989 in *The New England Journal of Medicine*. He has the right committee assignments—Energy & Natural Resources, Labor & Human Resources—but for a while, he will probably play a supporting role. Child-care legislation is Edward Kennedy's turf, and John Kerry, who may run for president in 1992, is taking the lead this year on national health-care legislation.

A line making the rounds after Wellstone won his Senate seat (and resigned his faculty position) was, "Carleton's gain is Washington's loss."

Wellstone has already promised that he will serve only two terms, and he wants to get things done quickly. So one immediate goal for this former academic is to learn the procedural subtleties that actually run the Senate—that is, he is belatedly boning up on civics. "When I taught American politics," he says, "I always told students I didn't want to waste their time talking about the steps a bill goes through 'to become a law.' Now that I'm in the Senate, I realize . . . one area I really need to be sharp in is parliamentary procedure." To that end, he's asked Senator Robert Byrd of Virginia—the Senate's master parliamentarian—for a quick tutorial. Byrd, of course, is also a master of the business-as-usual approach Wellstone railed against during his campaign. Using his power as chairman of the Senate Appropriations Committee, Byrd leads the pack in dishing out pork-barrel goodies to his state. Wellstone should be careful. Buddying up to the devil can have long-term consequences for the political soul.

In a recent article on Wellstone published in *The Nation*, writer David Corn suggested that the Senator wants to be a sort of left-wing Jesse Helms—taking good care of his constituency, while becoming an ideological standard-bearer. It is no secret, however, that left ideology has fared far better on campus in recent years than in society at large, a fact that may already be showing up in the polling data from Minnesota. In March, the *Minneapolis Star-Tribune* found that Wellstone's popularity had plummeted, largely because of his publicity stunts and his opposition to the Gulf War. One longtime observer of Minnesota politics, D. J. Leary, co-editor of *Politics in Minnesota*, thinks Wellstone hurt himself so much in his first few months that his reelection prospects are in serious danger. "We found enormous reservoirs of anti-Wellstone opinion," Leary says. He thinks that Wellstone should "identify with some gut issue that is good for Democrats in this state—agriculture, the loss of jobs to foreign markets. . . ." Sounds like a grind. Fortunately for Wellstone, he has five years before the next exam day. LF

Alex Heard is a Washington-based freelance writer whose work frequently appears in The New Republic.

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WORDSALAD

CD ROMS TURN LINGUISTS' HEADS

"The woman who deserves it will gain the respect she desires."

What you've just read is known to linguists as a Bach-Peters sentence, after Emmon Bach (UMass) and Stanley Peters (Stanford). And it's not as straightforward as it seems.

In fact, Bach-Peters sentences represent a serious theoretical crux for linguistics. The problem is that each pronoun has as its antecedent a phrase that contains the other pronoun. Clearly, "deserves it" stands for "deserves the respect she desires"; but this contains the pronoun "she." If "she" stands for "the woman who deserves it," we get "deserves the respect the woman who deserves it desires"; but this contains another pronoun, "it". . . and so on. Thus, the traditional way of explaining the meaning of the pronouns (that they "stand for" noun phrases) simply won't work, as it leads to an infinite regress in such sentences.

The möbius-strip structure of Bach-Peters sentences has prompted dozens of linguistic papers attempting to analyze them coherently (the consensus is that the traditional notion of pronouns "standing in place of" noun phrases must be abandoned). Yet, in real life, such sentences are extraordinarily rare. In fact, only one has ever been found in a natural text (that is, one not intentionally written by a linguist). So why do linguists study them, instead of more typical examples of language use?

Part of the answer is that in the late 1950s, Noam Chomsky pointed out to linguists something that was obviously true and yet radically subversive of the tradition that based grammatical study on collections of examples from texts: The

300 million words and counting...

sentences no one has used yet— in tomorrow's newspaper or next year's novels— are just as English as the English of the past, so cataloguing past utterances can never be an appropriate goal for theoretical linguistics. Grammars have to address the principles that govern the creation and interpretation of new yet correct sentences. Chomsky urged linguists to see their role as theorists of cognition, not curators of example collections. Only through intensive study of theoretically problematic sentence types like Bach-Peters sentences can progress in understanding language be made.

Computational linguists, concerned with devising computer systems that can analyze and "understand" human languages, worked in similar ways until recently. Attempting to refine algorithms that would handle simple examples of known theoretical significance was taken to be the way to gain insight into the machine processing of natural language. And what strings of words constitute suitable sentences to experiment on was a matter for linguistics to decide.

But while linguists may know a great deal about the theoretical aspects of language structure, they generally know a whole lot less about the frequency of occurrence of words and word combinations. Their mode of work does not keep them attuned to such statistical facts.

Consider in this context the task of developing a program that automatically prepares German translations of technical documents produced by a large U.S. corporation—memos filled, perhaps, with painfully ungrammatical and misspelled sentences like: "As far as the powerpack assembly, hopefully the above holds for the three principle subunits it is comprised of." What should a computer translation program do with such material? Ideally, it should recognize the most probable intended meaning and construct a German sentence with that meaning.

But, of course, the linguists advising the computer-program designers will normally not have made allowances for any "ungrammatical" or misspelled English. Their focus has been on the principles of grammar that operate in error-free language use. Moreover, there will be sentence types that are perfectly grammatical under any rational view but that happen not to have come to linguists' attention. For example, the most common sentence type in English, after the basic "Subject + Transitive Verb + Object" type, turns out to be something that traditional grammarians wouldn't count as a "complete sentence" at all: a noun phrase on its own. A sentence like the one you're now reading.

Without a reliable source of statistical information on actual language use, computational linguists cannot know what their translation program should be made tolerant of. Out of sheer necessity, then, computational linguists are returning to the direct examination of raw linguistic data, a radical change in the way they work

This dramatic disciplinary shift is being driven by the availability of the CD ROM (Compact Disk Read Only Memory) storage medium, which uses a laser-scanned disk based on the same technology that has given us

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music CDs. CD ROMs are cheap, and a single disk can hold the contents of, for example, all the surviving writing of ancient Greece. In fact, at the click of a mouse button, computer-literate classicists can call up every occurrence of a given word or phrase in the works of any classical Greek author, courtesy of a CD ROM known as the *Thesaurus Linguae Graecae*. With CD ROM technology and the ever-increasing speed and capacity of desktop computers, computational linguists can now trade grammarians' hunches for increasingly sophisticated searches through huge batches of language in actual use.

Last year, the Association for Computational Linguistics (ACL) launched a massive Data Collection Initiative (DCI), originally aimed at collecting 100 million words of public-domain written English in machine-readable form, to be distributed virtually free to scholars as research material for computational studies of English text. Until recently, all that was available was a paltry 1 million words, amassed on computer tapes at Brown University during the 1960s and 1970s.

At the time of this writing, the total collected is 300 million words and counting. Raw English verbiage is being acquired on tape or disk, from publishers, libraries, and others, millions of words at a time. Popular novels have been thrown into the pot along with radiologists' reports, how-to books, and the Bible. The effect of the availability of such enormous quantities of easily scanned text may soon be felt outside the realm of computational linguistics. Even some theoretical linguists may turn away from the study of select example types like Bach-Peters sentences and toward statistically backed facts about the entire range of structures in use in the language.

Other scholars are also likely to find uses for this electronic storehouse. Did our best authors split infinitives more or less than the rest of us? A philologist or literature specialist could call up the entire works of Walpole, Dickens, Carlyle, or Faulkner and scan at lightning speed through the list of all sentences they ever penned in which "to" was followed by a non-verb followed by a verb—and then, for comparison, do the same with a million words of scientific abstracts from the Los Alamos National Laboratories—and then test both lists for biases toward particular classes of verbs, and so on.

For linguists who consult the DCI database, a novel feature of the language they find there will be error. Real users are imperfect; they do not adhere to the rules of standard usage. Yet even the ways in which their imperfections lead to divergent language use will illuminate human linguistic capabilities. It is a nice irony that a high-tech project like DCI, though driven by developments in computer technology and a renewed linguistic interest in cold statistics, may ultimately bring linguists closer to an appreciation of something generally they have ignored in their theoretical work: the flexibility, improvisation, and tolerance of error that is so characteristic of human beings.

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THE WRONG WAY TO REDUCE CAMPUS TENSIONS

A Statement by the National Association of Scholars

The academic community is alarmed by reports of intergroup tension at many colleges, including those long committed to equal opportunity. Unfortunately, educators have failed to reassess some recent policies and practices that, far from promoting tolerance and fairness, are undermining them. Worse yet, many have seized upon incidents of conflict to call for the extension of these policies and practices. They include:

- a willingness to admit students widely disparate in their level of preparation in order to make the campus demographically representative
- preferential hiring for faculty and staff positions determined by race, ethnicity, and gender
- racially or ethnically exclusive financial aid and academic counseling programs, as well as special administrators, ombudsmen, and resource centers assigned to serve as the putative representatives of selected student groups
- punitive codes restricting "insensitive" speech
- mandatory "sensitivity training" for incoming freshmen and sometimes for all students, faculty, and staff
- requirements that students take tendentious courses dealing with groups regarded as victimized
- a failure to enforce campus rules when violated by those promoting these policies or other "politically correct" causes

The National Association of Scholars believes that these policies and practices involve either the application of a double standard or the repudiation of appropriate intellectual criteria. Consequently, they undercut the academy's special sense of common purpose and prompt divisive calculations of group interest. Specifically, we believe that:

The admission of seriously underprepared students creates unrealistic expectations and frequently leads to frustration and resentment. Moreover, policies that target specific minority groups unfairly stigmatize all students in such groups, reinforcing negative stereotypes.

Two-track hiring threatens to produce a two-tiered faculty instead of a genuinely integrated one. While such hiring may well create "role models," they will be the wrong kind, encouraging the belief that it is the assertion of group power instead of the pursuit of individual achievement that reaps the most abundant rewards.

Disadvantaged students deserve ample assistance, yet disadvantage need not coincide with race or ethnicity. Those excluded are often frustrated by seeing individuals who may be no worse off than themselves receiving special treatment solely because of ancestry. Furthermore, bureaucracies created to serve or champion particular groups tend to have vested interests in emphasizing differences, fostering complaints, and maintaining the separation of those groups.

Safeguarding intellectual freedom is of critical importance to the academy. Thus, it is deeply disturbing to see the concept of "discriminatory harassment" stretched to cover the expression of unapproved thoughts about selected groups or criticism of policies assumed to benefit them. Higher education should prepare students to grapple with contrary or unpleasant ideas, not shield them from their content. What is more, if a highly permissive attitude toward the excoriation of the "privileged" accompanies the censorship of critical views about other groups, a backlash is predictable.

Tolerance is a core value of academic life, as is civility. College authorities should ensure that these values prevail. But tolerance involves a willingness, not to suppress, but to allow divergent opinions. Thus, "sensitivity training" programs designed to cultivate "correct thought" about complicated normative, social, and political issues do not teach tolerance but impose orthodoxy. And when these programs favor manipulative psychological techniques over honest discussion, they also undermine the intellectual purposes of higher education and anger those subjected to them.

If entire programs of study or required courses relentlessly pursue issues of "race, gender, and class" in preference to all other approaches to assessing the human condition, one can expect the increasing division of the campus along similar lines.

The discriminatory enforcement of campus regulations can only sap the legitimacy of academic authority and create a pervasive sense of mistrust. Indeed, should students feel that repeated violations not only go unpunished, but are actually appeased, the reckless may be tempted to take matters into their own hands. The final stage of discredit will be reached when students and faculty see in such appeasement attempts by administrators to justify their own programs of campus "reform."

The policies just described are generally well-intentioned. Nonetheless, if the goal were deliberately to aggravate campus tensions, the same policies might well be adopted. On the premise that the fair treatment of individuals can do as much to correct the current situation as the doctrine of collective guilt has done to create it, the National Association of Scholars urges the following:

- admitting inadequately prepared students only when realistic provision can be made for remediation
- maintaining nondiscriminatory hiring policies
- eliminating all forms of institutional segregation and preferential treatment determined by race and ethnicity, together with administrative positions that foster ethnic dissension
- protecting the expression of diverse opinion
- avoiding programs that attempt to impose "politically correct" thinking
- adding or retaining ethnic or gender studies courses only when they have genuine scholarly content and are not vehicles for political harangue or recruitment
- enforcing campus rules, even with respect to those who feel they are violating them in a good cause

The National Association of Scholars believes that the surest way to achieve educational opportunity for all and maintain a genuine sense of academic community is to evaluate each individual on the basis of personal achievement and promise. It is only as individuals united in the pursuit of knowledge that we can realize the ideal of a common intellectual life.

For copies of this or other NAS statements, or for additional information about the **National Association of Scholars** and its activities, including its fellows program, research center, speakers bureau, search service, newsletter, state and regional affiliates, conferences, local events, and the quarterly *Academic Questions*, write to the **National Association of Scholars, Suite 250 East, Twenty Nassau Street, Princeton, New Jersey 08542**, or call **609-683-7878**.

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RESOURCE

HEADHUNTING IN

Too Busy to Hire a Dean? Call Your Executive Recruiter

BY CHRIS GOODRICH

Recently, a search committee for a deanship at Cornell hired a headhunter. "They produced one candidate," says Jonathan Culler, a member of the committee. "He was a pure Wall Street–banker type, straight out of central casting." The interview lasted no more than twenty minutes.

Twenty, even ten, years ago, most faculty members would have been shocked to learn that their university, like some common business concern, had gone to an executive search firm to help fill an important post. But today, hired guns are increasingly employed to scare up candidates for academic as well as administrative positions. They are being asked to evaluate candidates for deanships, department chairs, and even endowed professorships.

The shift toward professional recruiters has been propelled by raw demand for human resources. Ira Krinsky, of the search firm Ira W. Krinsky & Associates, is fond of quoting a friend who says, "Deans have a half-life of five years, and then they begin to deteriorate," and statistics seem to bear that out. A recent (1988) handbook on administrative search committees published by the American Association for Higher Education (AAHE) in Washington cites a study of administrative appointees, which found that almost 40 percent had left their posts within two years.

And in an era when faculty complain about not having enough time for research, and pundits complain that they are not giving enough time to teaching, administrative work is often seen by professors as the most thankless task of all. Consequently, it can appear very attractive to go outside the traditional recruitment process and hire a "pro." The firm can be commissioned to check references, train a committee on search and interviewing techniques, watch over confidentiality, or manage the whole selection process.

Some firms are large and principally serve the corporate community, like KPMG Peat Marwick in New York and Korn/Ferry International in Washington, D.C.; others specialize in academic searches, like Maria M. Perez of Perez-Arton Consultants in New York City, Ira Krinsky in Los Angeles, and Judith Auerbach of Auerbach Associates in Belmont, Massachusetts; still others are nonprofits serving higher education exclusively, such as the Washington-based Academic Search Consultation Service (ASCS) and the Presidential Search Consultation Service (PSCS).

Schools usually turn to a recruiter after a search committee has already failed to do its job. This is not an infrequent occurrence, since, as Richard Rosett, dean of the College of Business at the Rochester Institute of Technology, says, "Generally searches are done by people who haven't done a lot of them and who don't know what to look for." At least for administrative positions, institutions have often relied on advertisements in *The Chronicle of Higher Education*, but Krinsky says a search firm "turns that equation around. Rather than saying, 'Let's run this up a flagpole and see who salutes,' we go out and find people who make a good match." Judith Auerbach puts the matter in a more political light: "Search committees are good at a lot of things," says Auerbach, "such as evaluating a scholarly career. But at the deanship level and above they have to evaluate less easily ascertainable characteristics—vision, fresh ideas, variety of experience." And it

On Commission

According to Judith Auerbach of Auerbach & Associates, the basic fee for a search is roughly one-third of the candidate's yearly compensation. If the candidate is to be hired at a salary of $130,000 per annum, the search firm makes approximately $43,330 for filling the position.

If the committee requests a particular effort to identify individuals from under-represented groups, the firm adjusts its fee structure to reflect the complexity of that effort. Such an adjustment makes it financially viable for the firm to participate in searches at a junior level.

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ACADEME

is in this realm, she says, that a search firm may prove invaluable.

That same firm may also promise to harmonize the often bitterly opposed constituencies that regularly surface around key appointments. An Academic Search Consultation Service pamphlet, for example, says it "emphasizes making a search a pivotal occasion to achieve greater consensus about goals and enhance public relations." But G. Michael Riley, dean of the College of Humanities at Ohio State, wonders if that isn't promising—or, from the school's side, delegating—too much. "It's up to institutional leadership to create consensus," Riley says. "I don't think that's something a search firm can do."

In fact, some people believe the use of search firms tends rather to widen the ever-present rift between academics and administrators. "I don't think university faculty are used as effectively as they once were," says Riley, "and that leads to placement of people who don't have standing with the faculty. A circuit develops that's too rooted in higher-education administration." And a senior professor in the University of California system recalls, "I worked on one search where a headhunter firm [one of the large ones] was involved, and hated it." The search committee was, he says, "patronized and excluded," and the strong impression was given that "the headhunters were working mostly for themselves to place the maximum number of people."

The firms themselves seek to deflect such charges. For instance, Krinsky, while acknowledging that "there can be a lot of anger and resentment when a search firm comes on board," believes "the frustration usually has nothing to do with us; it's usually about governance, structure, power bases, other internal things." But Ted Marchese, AAHE vice president and author of the search handbook mentioned above, finds a deep-rooted cultural incompatibility between scholars and executive recruiters. "There's been significant criticism of some firms that wheel in people with little background in academics. Sometimes there are real gaffes—firms that can't comprehend why students might be involved in the selection process or that send in young MBAs in power suits and thirty-dollar haircuts. Trustees can be perfectly comfortable with people like that, but not most faculty."

With high turnover and rapid burnout in their administrative ranks, schools more than ever need ready and continuous access to competent people to keep the ship afloat. It is likely, therefore, that the efficiencies offered by search firms will find an ever-larger academic clientele in the years ahead. But the point should not be lost, says Culler, that, in the eyes of the faculty, an administrative type is the *least* desirable prospect to fill a deanship. After all, a dean familiar and sympathetic with the life of teaching and scholarship is a professor's last best hope of *fighting* the administration. LF

Chris Goodrich is the author of Anarchy and Elegance: Confessions of a Journalist at Yale Law School, *which was published by Little, Brown in February.*

ILLUSTRATION BY SHANNON JEFFRIES

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RESEARCH FILE

DOCUMENTS IN SEARCH OF SCHOLARS

THE FEUCHTWANGER MEMORIAL LIBRARY, UNIVERSITY OF SOUTHERN CALIFORNIA

BETWEEN 1933 and 1941, the United States accepted about 132,000 refugees from Nazi Germany—a tragically small number in retrospect. It was a glittering diaspora, however, as the Jewish and dissident intellectuals who created the Weimar cultural renaissance flocked here for safe haven.

Most of the social theorists and scientists settled in New York City, where they were welcomed at the New School for Social Research and at Columbia. But many of the émigré writers, actors, directors, musicians, and composers—Bertolt Brecht, Thomas Mann, Billy Wilder, Otto Preminger, Alfred Döblin, Arnold Schoenberg, Fritz Lang, and Peter Lorre among them—ended up in Southern California. There, they could find employment in the Hollywood studios, Spanish-style bungalows at reasonable rents, and a landscape that, in the right light, with a palm tree, a red-tile roof, or an outcropping of bougainvillaea in the foreground, reminded them of the Mediterranean. "Here everything blooms in violet and grape colors that look rather made of paper, and because one can't quite appraise them, one can't praise them," Thomas Mann wrote to a friend soon after he took possession of his Pacific Palisades aerie, down the street from the future residence of Ronald and Nancy Reagan. "But I can appraise the oleander; it blooms very beautifully, only I have a feeling it may do so all year round."

The German Jewish novelist Lion Feuchtwanger was an avuncular elder statesman of this Weimar on the Pacific, his elegant Pacific Palisades home an island of *Mitteleuropean* culture in a sea of stucco houses, back lots, and orange groves. He corresponded with most of the German émigrés in the U.S. and convinced many of them to come to L.A. That correspondence is now open to scholars, along with Feuchtwanger's manuscripts and extensive personal library. Jonathan Petropoulos, a Harvard scholar who got a sneak preview of the collection last summer, says it also contains German émigré newspapers and newsletters, and is thus "a great source for documenting anti-Nazi activity in the U.S. Feuchtwanger was so well-connected in the émigré community. And in the United States, the German émigré community played a crucial role in publicizing the dangers of Nazism."

FEUCHTWANGER CUT A CONtroversial figure in Southern California. In 1940, he made a daring escape from Nazi-occupied southern France, where he had been living since the Reich revoked his German citizenship in 1933. Spirited out of a French internment camp by a U.S. vice consul named Miles Standish, Feuchtwanger and his wife fled across the Pyrenees into Spain. They sailed to the U.S. from Lisbon. Several days later, Thomas Mann's elderly brother Heinrich and his wife, along with Franz Werfel and Alma Mahler Werfel (who carried, in her leather rucksack, the score of Anton Bruckner's Third Symphony and a draft of Franz Werfel's "The Song of Bernadette"), made the same trek to safety.

Feuchtwanger arriving in the U.S., 1940

When Feuchtwanger arrived in the U.S., he obliged American journalists with most of the details of his hairsbreadth escape. His revelations prompted the Spanish, already vulnerable to pressure from the Nazis, to tighten their border regulations, shutting off that escape route to others. Werfel and the other refugees never quite forgave Feuchtwanger for jeopardizing the secrecy of their underground railroad. Still, he remained an important symbol of the resistance to Nazism; he was generous with other, less well-heeled refugees, and when Brecht and Mann stopped speaking to each other, they both continued to speak to him.

FOR MANN, AND EVEN FOR the unhappy Bertolt Brecht, the California years were productive. Mann finished the *Joseph* tetralogy, wrote *Doctor Faustus, The Transposed Heads,* and *Felix Krull, Confidence Man.* Though almost none of Brecht's screen treatments or scripts came to fruition

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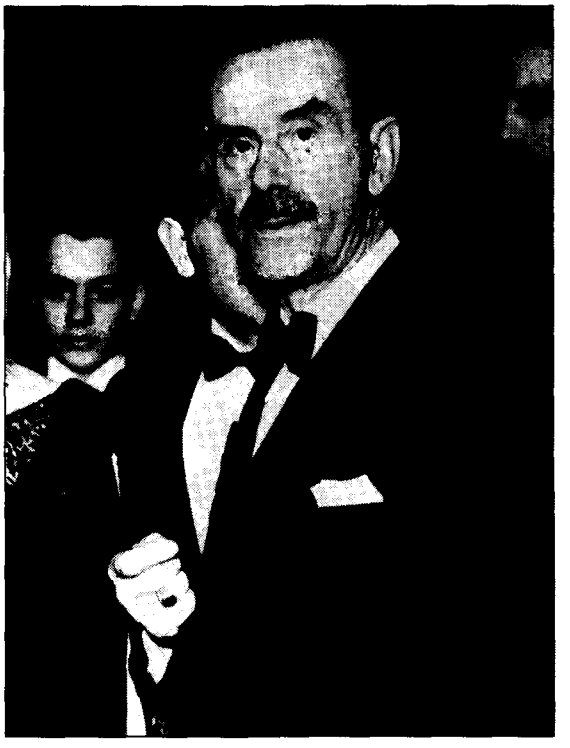
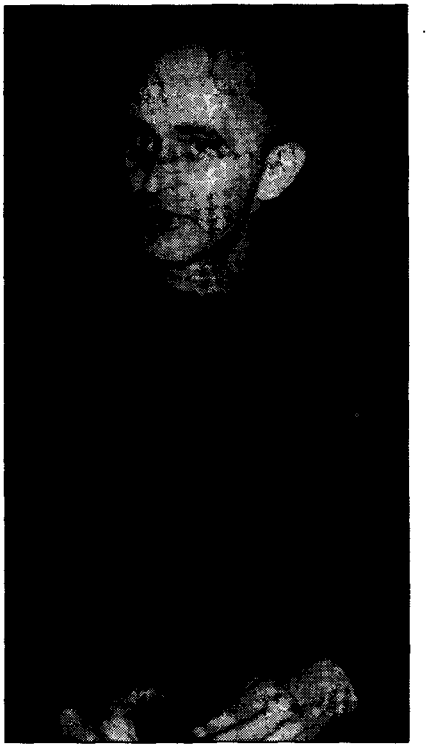
(he and Feuchtwanger got an $80,000 advance from Goldwyn for one of them, "The Visions of Simone Machard"), and though he spent his Hollywood years dodging both the FBI and the equally relentless Southern California sun, he did manage to write *Mother Courage.*

But because they were cut off from the German language, the exiled writers suffered more than musicians and film people. Brecht, and the writers Heinrich Mann and Alfred Döblin, were, in the words of historian Anthony Heilbut, "dizzied by the leap to Hollywood," jarred by the contrast between their memories of devastated Europe and the happy ignorance with which so many of their American hosts greeted them. What were these shell-shocked escapees from French internment camps to make of the whir of a thousand sprinklers on acres of green lawns, some of them studded with pink plastic flamingos?

Brecht, for one, was in no mood to appreciate this manifestation of kitsch. In California he felt like "a chrysanthemum in a mine, or a sausage in a greenhouse." It was as if, Brecht wrote to a friend, he had "been lifted out of the century. This is a metropolitan Tahiti. Right now, I'm looking at a garden with a lawn. Reddish, blossoming bushes, a palm tree and white chairs. . . . They have nature here, because everything is so artificial . . . 15,000 kilometers away, slanting right across Europe . . . the slaughter which is continuing day and night, deciding our fate, produces nothing here except a faint echo in the hurly-burly of the art market."





Anna Seghers and Bertolt Brecht

Of those German exiles who remained productive in L.A., very few wrote about their adopted city, except in letters and diaries. One exception, as Jarrell Jackman, author of *The Muses Flee Hitler,* notes, was the émigré writer Frederik Kohner. Kohner produced, in English, the immortal Gidget, that deathless tribute to the *Weltanschauung* of the California surfer, and the basis for the film and TV series. Kitsch bought Kohner a very nice house in Brentwood.

Politically at odds and often quarrelsome, these ill-assorted cultural orphans still regularly met to speak (and hear) their mother tongue, to serve as audience to one another's work, and to plan the escape of friends left behind. One of their favorite gathering places was the Villa Aurora, Feuchtwanger's twenty-room mansion. At least twice a year, Feuchtwanger would host a reading of his latest fiction, followed by herring salad and apple strudel made by his wife, Marta, and glasses of vermouth or Chianti served on the terrace. He was, in his day, a talented and best-selling historical novelist and an early and vocal opponent of the Nazis. His prophetic 1933 novel *The Oppermanns,* the story of a refined German Jewish family destroyed by the Nazis, alerted foreign audiences to the Nazi threat, at a time when Hitler was still a curiosity to many.

NOW, WITH THE OPENING of Feuchtwanger's archives, scholars will be able to investigate in greater detail the personal and political feuds within the exile community, as well as the ties that bound it together. Feuchtwanger, who died in 1958, bequeathed his 30,000-volume library, his archives, and the Villa Aurora itself to the USC libraries. His wife, Marta, died in 1987, and USC librarians began cataloguing the books, letters, and manuscripts in the villa. Eight thousand of the rarest books, including a number of pre-1500 imprints, and all of the papers will eventually be housed in a Feuchtwanger Memorial Library on the USC campus. According to Victoria Steele, head of the Department of Special Collections for the USC libraries, the archives contain written manuscript drafts of Feuchtwanger's novels and his correspondence with most of the leading members of the German exile community, including Thomas Mann, Bertolt Brecht, Franz Werfel, and Arnold Zweig.

USC recently, and somewhat ironically, sold the Villa Aurora to a German foundation, which will spend $2 million to renovate it and convert it into a center for émigré studies and European-American relations.

PHOTOS: UPI/BETTMANN

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Mr. Weisberg correctly reports, but without calling them that, the false and scurrilous remarks of Stanley Fish, who called the N.A.S. "racist, sexist, and homophobic." He also reports that Fish wrote the provost of Duke suggesting that N.A.S. members be excluded from committees reviewing curricula and tenure. Then Weisberg goes on to quote Fish on what the N.A.S. is supposed to believe about curriculum. Why? Fish is not a reliable source. Mr. Weisberg neglects to report both that Fish denied to the press that he had written such a letter to the provost, even as the press had his letter in hand, and that, when asked, Fish has failed to produce a shred of even bad evidence for his false accusations about the N.A.S. Perhaps Fish is a victim of his own confusions about the lack of meaning in texts, but Mr. Weisberg is too good a reporter to believe such rubbish. He ought to have cried, Stinking fish!

Most interestingly, in publishing in the same issue "The Candidate: Inside One Affirmative Action Search" by G. Kindrow *Lingua Franca* has vindicated the N.A.S.'s concerns in general and Herb London's particular observation: "Radicals are less dangerous to the campus than the liberal majority that has surrendered to them." For in that piece the pseudonymous G. Kindrow portrays himself exactly as a good moderate who does nothing about what he admits is a series of wrongs and thus allows bad, if not quite evil, to triumph.

G.K. reports that he and his colleagues believed that, in pedagogic terms, it was important for undergraduates to see that members of their community could be successful academics. One supposes that by "community" he means "race." Well, maybe that's true; maybe not. But G.K. cites no empirical evidence to support it, as, indeed, he cannot, because there is none. So for an unsupported belief, G.K. is prepared to sacrifice the principles of merit and equal opportunity. The rest of the article is a dismaying series of compromises of integrity: over what counts as a minority professor, over the question of whether or not to hire in the standard way by fields, over misrepresenting as a level playing field what is really a steeply skewed one, over not even achieving the stated goal of increasing minority representation in his subject because his university merely stole a professor from elsewhere in a dispiriting game of musical chairs. Solely because of his race, the fortunate candidate got a lighter teaching load, $4,000 a year more in salary than similarly placed colleagues, and $10,000 a year in research funds that his colleagues do not get.

The best that G.K. has to say for himself is that they got a decent fellow and that he would like to put truth in advertising but the feds won't let him. Variations on such causes have now become a norm, even in presidential searches. It is exactly because we have reached such a pass that the N.A.S. was founded and is increasing its membership at a rapid rate.

Barry R. Gross, *Philosophy, York College (CUNY)*

I was surprised to see that Leslie Francis believes that a job advertisement stating that "Midwestern State is an Affirmative Action/Equal Opportunity employer. Minority candidates are especially encouraged to apply" is not seriously deceptive to potential applicants when it fails to mention the truth that the position apparently is restricted to minority candidates. (Leslie Francis "Of Counsel," comment on G. Kindrow, "The Candidate: Inside One Affirmative Action Search," April. 1991). Francis gives no evidence for her claim that most potential applicants "were surely relatively sophisticated about the signals the ad conveyed." Moreover, she overlooks the obvious evidence against it: According to Kindrow's accounts, approximately 280 non-minority applicants apparently were "unsophisticated" enough to apply. As Kindrow points out, "many academic job advertisements carry as a matter of course the 'minorities urged to apply' tag, so there was no real way for a candidate to know what the real situation was." Although Francis does make criticisms of other aspects of Midwestern State's job search, I object to her cavalier "let the applicant beware" attitude toward the wholesale deception of hundreds of vulnerable people who were induced to waste time and energy applying for a job that was apparently precluded to them from the start.

Felicia Ackerman, *Professor of Philosophy, Brown University*

The article "The Candidate: Inside One Affirmative Action Search" confirms the extent to which racism and other discriminatory attitudes still have a very firm hold in our institutions of higher education. Professor Kindrow, identifying herself as "liberal/left ideologically," reveals time and again the "patronizing and racist behavior" she worries about in the letters of recommendation. If these are the attitudes of "well-meaning" whites in academia, and experience sadly tells me that this is the case, then the National Association of Scholars and its supporters certainly have nothing to fear.

The real theme of this article—minority candidates are inferior to white candidates—is given the lie by the one candidate hired and by the other the dean wanted to hire. The author states that of the twenty minority applicants "about half . . . were just not qualified." That leaves ten who were judged qualified. They are presumably filling the slots at the other universities making similar searches. This is not the "zero-sum" game Kindrow pretends, but rather a tremendous opportunity for all universities to expand the range of knowledge, experience, and disciplinary approaches.

What of the 280 white candidates? (Kindrow anticipated receiving 300 total applications.) How many of them are "just not qualified"? By not supplying that information, Kindrow gives the impression that all white candidates are qualified while only some minority candidates are.

Kindrow laments that the position was designated from the beginning "a minority position." How else could a talented minority candidate break through the barriers erected by the "old boy network" the author describes?

Finally: "the outcome easily could have been worse." How could the outcome have been any better? A large

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state university now has a talented English teacher and scholar. The other candidates have probably found, through affirmative action and in spite of prevailing attitudes, similar positions at other universities. Those black academics, by their very presence, may help correct, or at least force back behind closed doors, the open racism expressed by this article.

Douglas A. Kibbee, *Department of French, University of Illinois*

When the April *Lingua Franca* came out, I had just finished reading David Lehman's *Signs of the Times.* While I don't agree with everything Lehman says in that book, I admired his wit and lucidity, and I was looking forward to the feature on de Man in your issue. Lehman's part did not disappoint. But after three or four paragraphs of Walter Kendrick's hyperbolic denunciation of Lehman, I thought I smelled a rat. I went back to *Signs of the Times,* and sure enough, there was Kendrick—Lehman takes him to task for his reckless rhetoric and inflated sense of self-importance. Isn't it highly, um, unconventional to assign Lehman's book to someone who is discussed in the book? But Kendrick is probably his own worst enemy. He questions everybody's motives except his own, and he's easy to read. There is one obvious motive for his malicious attack on Lehman: competitive envy. After all, Lehman has written the definitive account of the de Man affair; Kendrick hasn't.

Melanie Nussbaum, *Shaker Heights, OH*

I was somewhat amused by the exchange between David Lehman and Walter Kendrick over the de Man controversy (April 1991). The problem with this controversy is that Lehman's critics misread his text. While his book, on the surface, may appear to be critical of deconstruction, under the surface of the text a deconstructive reading clearly indicates that the text actually supports deconstruction.

Given the current hostile climate toward deconstruction in the universities, of course Lehman cannot overtly defend the theory, but the defense comes in a deeper reading of the text. The juxtaposition of the pictures on the cover and in the flap; both de Man and Lehman in front of books, each facing the other, suggests an image of teacher and pupil. His description of de Man's "The Jews in Contemporary Literature" focuses on de Man's observation that literature would not lose much by the deportation of Jews to another continent—clearly a reference to the new literary theory that would emerge on our continent. The book is an allegory of the crucifixion of de Man, which, of course, will result in the resurrection of the theory in a stronger form. Lehman describes the defenders of deconstruction only to respond with weak criticisms, thus making the defenders even stronger. This refusal to accept deconstruction, like de Man's refusal to acknowledge his wartime writings, forces him to accept guilt through silence and makes him even more like de Man. To attack Lehman for his apparent intention without understanding the deeper meaning of the text is to attack deconstruction itself.

I am quite confident that fifty years from now Lehman will be beside de Man and Derrida in the hierarchy of literary critics.

Walter Ulrich, *Communication and Theatre Arts, University of Northern Iowa*

Overall, the "breakthrough books" in intellectual history for 1989–90, listed in your last issue, are impressive indeed—surely as dazzling a gaggle of masterpieces as ever graced the nest of academia. I must, however, object to your including Kenneth Cmiel's *Democratic Eloquence: The Fight for Popular Speech in Nineteenth-Century America.* As surely everyone knows by now, genuine breakthroughs—such as Debora Silverman's *Art Nouveau in Fin-de-Siècle Paris: Politics, Psychology, and Style,* or Anson Rabinach's *The Human Motor: Energy, Fatigue, and the Origins of Modernity,* or even Donna Haraway's *Primate Visions: Gender, Race, and Nature in the World of Modern Science*—maintain strict 2:3 form: double conceptual juxtaposition, colon, triple conceptual juxtaposition. The triplet must, though the doublet must not, be punctuated with commas. A coda extending the theme is allowed for dramatic impact. Eric Santner's *Stranded Objects: Mourning, Memory and Film in Postwar Germany* perfectly illustrates classical form. Cmiel, by contrast, clumsily inserts articles and prepositions into his triple juxtaposition, thereby turning the whole second phrase into a turgid, textbook-like description.

In genuine breakthroughs there must be little surface connection between the first two concepts and the latter three. Indeed, the very best work is one in which all five concepts appear to have nothing whatsoever to do with each other; only the author's brilliance is able to bring thematic unity to the whole. Cmiel's offering, by contrast, is utterly predictable from the second word. What else would *Democratic Eloquence* be about than popular speech?

Cmiel's performance is, perhaps, a little better in dichotomizing the poetic and descriptive. The double juxtaposition must always be dramatically alluring; the triple, on the other hand, must be bland, serious, and informative. In distilling out these elements, the author exhibits that most impressive of intellectual skills, a simultaneous mastery of both art and science—a self-conscious combining, in the very act of separation, of poetry and philosophy. Jerrold Siegal's 1986 book *Bohemian Paris: Culture, Politics and the Boundaries of Bourgeois Life, 1830–1930*—a breakthrough for its time, and clearly establishing Siegal's authority to pronounce on the breakthroughs of today—is an excellent illustration.

How did Cmiel's work come to be included on your list? It was recommended by the author of *New York Intellect: A History of Intellectual Life in New York City from 1750 to the Beginning of Our Own Times.* Enough said.

Cmiel would do well, I think, to read my forthcoming manual on provocative and important writing, *Penetrating Pamphlets: Fashion, Fiction and Fortune in Postmodern Academic Discourse* (Vanity Press, 1995).

Tim van Gelder, *Department of Philosophy, Indiana University*

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JOBTRACKS 1990-91

UNITED STATES

FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
Akron, U of	SO	Ferraro, Kenneth	Purdue U	IN
Akron, U of ['91]	EL	Harkin, Patricia	Toledo, U of	OH
Alabama, U of	HI	Harrell, David	Auburn U	AL
Alverno C	DF	Davy, Kate	Cal, Irvine	CA
American U	EL	Killian, Patricia	Salisbury State U	MD
Amherst C	EL	Waller, Marguerite R.	Cal, Riverside	CA
Amherst C	SO	Smith, Stephen	Wittenberg U	OH
Arizona State U	MU	Carson, William	Coe College	IA
Arizona State U	SO	Ahern, Maureen	Ohio State	OH
Arizona State U	SO	Nigg, Joanne Marie	Delaware, U of	DE
Arizona State U	SO	Nigro, Kirsten	Cincinnati, U of	OH
Arizona, U of	AR	Enstice, Wayne	Indiana State U	IN
Arizona, U of	FL	Aparicio, Frances	Michigan, U of	MI
Arizona, U of	PH	McGee, Vann	Rutgers, N Bruns	NJ
Arizona, U of	RL	Barker, Adele	Washington, U of	WA
Arizona, U of ['91]	PS	Sigleman, Lee	George Washingtn	DC
Auburn U	SO	Stack, Steven	Wayne State U	MI
Barnard C	RE	Smith, Brian K.	Cal, Riverside	CA
Bell Comm Resrch	EC	Sibley, David S	Texas, Austin	TX
Bell Labs	LN	Liberman, Mark	Penn, U of	PA
Bennington C	EL	Leland, Christopher	Wayne State U	MI
Boston U	CL	Fears, J. Rufus	Oklahoma, U of	OK
Boston U	CO	Cury, Ivan	Cal S U, LA	CA
Boston U	HI	Berry, Sara	Johns Hopkins U	MD
Boston U	SO	Useem, Michael	Penn, U of	PA
Bowling Green S U	EL	Callaghan, Dympna	Syracuse U	NY
Brandeis U	AF	Cowgill, George	Arizona State U	AZ
Brandeis U	EL	Michie, Helena	Rice U	TX
Brandeis U	HI	Heyrman, Christine	Delaware, U of	DE
Brandeis U	PS	Okin, Susan	Stanford U	CA
Brigham Young U	OL	Carter, Steven	Cal, Irvine	CA
Brookings Institute	PS	Betts, Richard K	Columbia U	NY
Brown U	EC	Ribar, David	Penn State	PA
Brown U	FL	Goux, Jean Joseph	Rice U	TX
Bryn Mawr C	SO	Joffe, Carole	Cal, Davis	CA
Cal, Berkeley	AS	Montoya, Malaquias	Cal, Davis	CA
Cal, Berkeley	EL	Gunn Allen, Paula	Cal, Los Angeles	CA
Cal, Berkeley	EL	Miller, David	Harvard U	MA
Cal, Berkeley	HI	Hasegawa, Tsuyoshi	Cal, SntaBarbara	CA
Cal, Berkeley	LN	Talmy, Leonard	SUNY, Buffalo	NY
Cal, Berkeley	MU	Brett, Philip	Cal, Riverside	CA
Cal, Berkeley ['91]	EL	Diawara, Manthia	Penn, U of	PA
Cal, Davis	LN	Van Valin, Robert D.	SUNY, Buffalo	NY
Cal, Irvine	DF	Gonzalez, Jose	Cal S U, LA	CA
Cal, Irvine	DF	Larkin, Theresa	Cal S U, LA	CA
Cal, Irvine	EL	McMahon, Lynne	Missouri, Columbia	MO
Cal, Irvine	GL	Schneider, Helmut	CAL, Davis	CA
Cal, Irvine	HI	Diggins, John	CUNY, GradSchl	NY
Cal, Los Angeles	AS	Chan, Kenyon	Cal S U, Northrdg	CA
Cal, Los Angeles	CO	Acuna, Laura Chey	Cal S U, LA	CA
Cal, Los Angeles	CO	Schiller, Dan	Cal, San Diego	CA
Cal, Los Angeles	CO	Yep, Gust	Cal S U, LA	CA
Cal, Los Angeles	EL	Taufer, Alison	Cal S U, LA	CA
Cal, Los Angeles	HI	Wise, M. Norton	Princeton U	NJ
Cal, Los Angeles	OL	LaFleur, William	Penn, U of	PA
Cal, Los Angeles	PH	Mar, Gary	Cal S U, LA	CA
Cal, Los Angeles	RE	Stone, Jaqueline	Princeton U	NJ
Cal, Los Angeles	RL	Robblee, Karen	Penn State	PA
Cal, San Diego	GE	Goutier, Catherine	Cal, SantaBarbara	CA
Cal, San Diego	PH	Piper, Adrian	Wellesley C	MA
Cal, SantaCruz	EL	Limon, Jose E.	Texas, Austin	TX
Cal, SantaCruz	EL	Vizenor, Gerald	Oklahoma, U of	OK
Cal, SantaCruz	HI	Harootunian, Harry	Chicago, U of	IL
Cal, SantaCruz	DF	Whitworth, Paul	Cal, SantaCruz	CA
Cal, SantaBarbara	SO	Sousa, Frank	SE Massachusetts U	MA
Cal Inst of Arts	AR	Lord, Catherine	Cal, Irvine	CA
Cal S U, Long Beach	HI	Furth, Charlotte	S California, U of	CA
Cal S U, Long Beach	LO	Raun, Toivo	Indiana, U of	IN
Calvin C	MU	Armstrong, Anton	Saint Olaf C	MN
Carleton C	EL	Dubrow, Heather	Wisconsin, U of	WI

OUR FINAL REVIEW of Tenurings and Hirings lists those professors hired to tenure according to the institutions they left as of the beginning of the 1990-91 academic year. These lists cover the humanities and social sciences (excluding psychology) at more than 250 4-year colleges and universities in the US and Canada.

Information was obtained in great part from the hiring institutions and has not been double-checked with the institution these professors have left.

If there is a ['91] added, the departure will take place during the summer of 1991.

"S," "C," and "U" mean "State," "College," and "University."

AF	Anthropology/ Archeology/Folklore	LO	Languages & Literatures, Others
AS	Area Studies	LN	Linguistics
AR	Art/Art History	MU	Music
CL	Classics	NE	Near & Middle East Languages
CO	Communication	OL	Oriental Languages
CP	Comparative Literature	PH	Philosophy
DF	Drama/Dance/Film	PS	Political Science
EC	Economics	RE	Religion
EL	English	RL	Russian/Slavic Languages
FL	French/Italian	SO	Sociology
GE	Geography	SL	Spanish/Portuguese
GL	German Language		
HI	History		

LINGUA FRANCA goes to great effort to insure that our data is accurate and as complete as possible. Since we have in most cases relied upon the administrators we survey, however, many of whom are not yet accustomed to providing information in the categories we request (we thank them warmly for their cooperation), we know that JOBTRACKS is, as we go to press, incomplete and still not free from all errors. Consequently, we cannot be responsible for errors and omissions, and readers are advised not to act on any of this information without verifying it.

We invite our readers to help make JOBTRACKS an even more comprehensive reference tool, in the following way.

If one of our items is in error, please let us know, on the stationery of the hiring department, specifying your name and title.

Deans and administrators: If your institution isn't represented and should be, write or call us to request the appropriate form.

Faculty members: If your name isn't here and should be, ascertain who in your administration or news office both has this information for the humanities and social sciences, and is willing to part with it. Give us the person's name and title, and your name and title. We are not listing temporary or visiting positions, nor first-time hirings to those senior positions that are probationary (*e.g.* associate professor without tenure).

Contact us either by writing to the Jobtracks Desk, *Lingua Franca*, 172 East Boston Post Rd., Mamaroneck, NY 10543-9936, or by calling us at the 24-hour Jobtracks Line: 914-381-3801.

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JOBTRACKS 1990-91

DEPARTURES TO TENURED POSITIONS

FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
Carnegie Mellon	EL	Haas, Christina	Penn State	PA
Carnegie Mellon	PS	Lau, Richard	Rutgers, N Bruns	NJ
Carnegie Mellon ['91]	EL	Spivak, Gayatri	Columbia U	NY
Central Arkansas U	RE	Pinches, Charles	Scranton, U of	PA
Chapman C	AR	Rankaitis, Susan	Scripps C	CA
Chicago, U of	EC	Goldin, Claudia	Harvard U	MA
Chicago, U of	EC	Romer, P. M.	Cal, Berkeley	CA
Chicago, U of	EL	Turner, Mark	Maryland, CollPk	MD
Chicago, U of	LO	Lee, Leo	Cal, Los Angeles	CA
Chicago, U of	MU	Dreyfus, Laurence	Stanford U	CA
Chicago, U of	MU	Subotnik, Rose R.	Brown U	RI
Chicago, U of	PH	Teller , Paul	Cal, Davis	CA
Chicago, U of	PS	Achen, Christopher	Michigan, U of	MI
Chicago, U of	SO	Landale, Nancy	Penn State	PA
Cincinnati, U of	MU	Connors, David	Cal S U, LA	CA
Cleveland State	AR	Drewal, Henry J.	Wisconsin, U of	WI
Colgate U	HI	Lane, Ann	Virginia, U of	VA
Colorado, U of	FL	De Jonge, Alex	James Madison	VA
Colorado, U of	OL	Hargett, James	SUNY, Albany	NY
Columbia U	EL	Horwitz, Howard	Utah, U of	UT
Columbia U	EL	Rampersad, Arnold	Princeton U	NJ
Columbia U	MU	Long, Michael	SUNY, Buffalo	NY
Columbia U	RE	Balmer, Randall	Barnard C	NY
Connecticut, U of	MU	Alvarez, Manuel	S Carolina, U of	SC
Cornell U	EL	Echeruo, Michael	Syracuse U	NY
Cornell U	EL	Spillers, Hortense	Emory U	GA
Cornell U	SO	Gaylord, Mary	Harvard U	MA
Coun Econ Advisors	EC	Holz-Eakin, Douglas	Syracuse U	NY
CUNY, Grad Schl	AR	Nochlin, Linda	Yale University	CT
CUNY Grad Schl ['91]	HI	Brinkley, Allan	Columbia U	NY
CUNY, Statn Isl	EL	Troupe, Quincy	Cal, San Diego	CA
Dartmouth C	CL	Perkell, Christine	Emory U	GA
Dartmouth C	EL	Fradenburg, Louise	Cal, SntaBarbara	CA
Dartmouth C	EL	Porter, Horace	Stanford U	CA
Dartmouth C ['91]	FL	Freccero, Carla	Cal, SantaCruz	CA
Delaware, U of	SO	Sciulli, David	Texas A&M U	TX
Denver, U of	SO	Somoza, Oscar U.	Arizona State U	AZ
Drury C	EL	Andreas, James R.	Clemson U	SC
Duke U	AF	Smith, Carol	Cal, Davis	CA
Duke U	AF	Spencer, Jon	Bowling Green S	OH
Duke U	HI	Chafe, William Henry	Yale University	CT
Duke U	MU	Higgins, Paula M.	Notre Dame	IN
Emory U	EL	Blaise, Clark	Iowa, U of	IA
Emory U	EL	Minter, David	Rice U	TX
Emory U	FL	Vance, Eugene	Washington, U of	WA
Emory U	HI	Kelley, Robin	Michigan, U of	MI
Fairleigh Dickinson	PS	Donaldson, Robert	Tulsa, U of	OK
Fed Res Bank	EC	Petersen, Bruce	Washington U	MO
Florida State U	EL	Brossell, Gordon	Illinois, Chicago	IL
Florida State U	EL	Meeks, Carol A.	Winston-Salem	NC
Florida State U	GE	Hepner, George F.	Utah, U of	UT
Florida State U	PH	Hintikka, Jaakko	Boston U	MA
Florida State U	PS	Dalton, Russell	Cal, Irvine	CA
Florida, U of	AR	Bryant, Elizabeth	Cal S U, LA	CA
Florida, U of	CL	Burns, Jr., James	Washington U	MO
Florida, U of	DF	West, Gweneth	Virginia, U of	VA
Fordham U	AS	Caban, Pedro	Rutgers, N Bruns	NJ
Fordham U	SO	Schwartz-Lerner, Lia	Dartmouth C	NH
George Mason U	AR	Taylor, Beatrice	Cal S U, LA	CA
George Mason U ['91]	HI	Duara, Prasenjit	Chicago, U of	IL
Georgetown U	EL	Cheyfitz, Eric	Southern Methodist	TX
Georgetown U	HI	Paulson, Susan	Scranton, U of	PA
Georgia Tech ['91]	EL	Columb, Gregory	Illinois, Urbana	IL
Grinnell C	EL	Hudson-Weems, C.	Missouri, Columbia	MO
Harvard U	EL	Boone, Joseph	S California, U of	CA
Harvard U	EL	Herron, Carolivia	Mount Holyoke C	MA
Harvard U	EL	Nord, Deborah	Princeton U	NJ
Harvard U	EL	Yaeger, Patricia	Michigan, U of	MI
Harvard U	HI	Miles, F. Curtis	Penn State	PA
Harvard U	PS	Iida, Keisuke	Princeton U	NJ
Harvard U	SO	Hall, John	McGill U	CAN
Harvard U	SO	Maurer, Christopher	Vanderbilt U	TN
Harvard U ['91]	HI	Balogh, Biran	Virginia, U of	VA
Hawaii, U of	AS	McKnight, Brian	Arizona, Tucson	AZ
Hebrew Union C	NE	Sarna, Jonathan	Brandeis U	MA
Illinois State U	EL	Hawisher, Gail	Illinois, Urbana	IL
Illinois State U	PH	Martens, David	Mt Royal C	CAN
Illinois, U of	FL	Baldwin, Spurgeon	Alabama, U of	AL
Illinois, U of	NE	Makino, Seiichi	Princeton U	NJ
Illinois, U of	PS	Carroll, Berenice	Purdue U	IN
Illinois, U of	LN	Kenstowicz, Michael	MIT	MA
Illinois, U of ['91]	FL	Rosello, Mireille	Michigan, U of	MI
Indiana, U of	GL	Helbig, Louis	Arizona, Tucson	AZ
Indiana, U of	SO	Griffin, Larry	Vanderbilt U	TN
Indiana State U	DF	Caraker, Judd	Wittenberg U	OH
Iowa, U of	EC	Cooper, Russell	Boston U	MA
Iowa, U of	EL	Henderson, Mae	Illinois, Chicago	IL
Iowa, U of	EL	Marshall, Donald	Illinois, Chicago	IL
Iowa, U of	HI	Megill, Allan	Virginia, U of	VA
Iowa, U of	LN	Iverson, Gregory	Wisconsin, Milwauk	WI
Iowa, U of	SO	Mason-Browne, N.	Coe College	IA
Ithaca C	EL	Nygren, Scott	Florida, U of	FL
Jesuit Sch Theo	RE	Donahue, John R.	Notre Dame	IN
Johns Hopkins U	FL	Descombes, Vincent	Emory U	GA
Johns Hopkins U	FL	Guerlac, Suzanne	Emory U	GA
Johns Hopkins U	FL	Harari, Josué	Emory U	GA
Johns Hopkins U	HI	Greene, Jack	Cal, Irvine	CA
Kansas State U	EC	Tremblay, Victor J.	Oregon State U	OR
Kentucky, U of	AF	Dillahey, Tom	Illinois, Urbana	IL
Kentucky, U of	EC	Laumas, Gurcharan	S.Illinois, Carbndl	IL
Kentucky, U of	SO	Bokemeier, Janet L.	Michigan State U	MI
Kentucky, U of	SO	Busch, Lawrence M	Michigan State U	MI
Kentucky, U of	SO	Prescott, Lawrence	Penn State	PA
Lake Forest C	AS	Riger, Stephanie	Illinois, Chicago	IL
Louisiana S U	CO	Loftin, Joseph E.	Texas, Tyler	TX
Louisiana S U	EL	Barthelemy, Anthony	Miami, CoralGabl	FL
Louisiana S U	GE	Allan, Nigel	Cal, Davis	CA

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DEPARTURES TO TENURED POSITIONS

FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
Louisiana S U	PS	Weber, Ronald	Wisconsin, Milwauk	WI
Loyola U	HI	Presley, Cora	Tulane U	LA
Loyola U, Chicago	PH	Sallis, John	Vanderbilt U	TN
Maryland, U of	CP	de Saissey, Ingrid	Miami, CoralGabl	FL
Maryland, U of	CP	Heyndels, Ralph	Miami, CoralGabl	FL
Maryland, U of	FL	Monicat, Benedicte	Penn State	PA
Mass, U of	HI	Hsia, Ronnie Po-Chia	New York U	NY
Mass, U of ['91]	EL	Gikandi, Simon	Michigan, U of	MI
Mass, Boston	EL	Washington, Mary H.	Maryland, CollPk	MD
Memphis State U	EL	Killingsworth, Jimmie	Texas A&M U	TX
Miami U	EL	Bauer, Dale M.	Wisconsin, U of	WI
Michigan, Flint	SO	Zinn, Maxine Baca	Michigan State U	MI
Michigan State U	CO	Zook, Eric	Penn State	PA
Michigan State U	SO	Meinert, Roland	SW Missouri S U	MO
Michigan, U of	AF	Hutterer, Karl	Washington, U of	WA
Michigan, U of	EC	Blume, Lawrence	Cornell U	NY
Michigan, U of	EC	Borenstein, Severin	Cal, Davis	CA
Michigan, U of	EC	Clark, Gregory	Cal, Davis	CA
Michigan, U of	EC	Miron, Jeffrey	Boston U	MA
Michigan, U of	EL	Hamd-Lyons, E.	Colorado, Denver	CO
Michigan, U of	MU	Gjerdingen, Robert	SUNY, StonyBrk	NY
Michigan, U of	NE	Machinist, Peter	Harvard U	MA
Michigan, U of	PS	McDonough, Peter	Arizona State U	AZ
Michigan, U of	PS	Sewell, William	Chicago, U of	IL
Michigan, U of	SO	Mason, William	CAL, Los Angeles	CA
Mills C	MU	Braxton, Anthony	Wesleyan U	CT
Mills C	PH	Longino, Helen	Rice U	TX
Minnesota, Duluth	PH	Lomasky, Loren	Bowling Green S	OH
Minnesota, U of	AS	Lipsitz, George	Cal, San Diego	CA
Minnesota, U of	EC	Rosenzweig, Mark	Penn, U of	PA
Minnesota, U of	HI	Brooks, Jeffrey	Johns Hopkins U	MD
Minnesota, U of	MU	Engebretson, Stanley	George Mason U	VA
Minnesota, U of ['91]	AF	Lipsitz, George	Cal, San Diego	CA
Mississippi State	CO	Horne, Janet S.	Salisbury State U	MD
Missouri, Colmbia	FL	Kuizenga, Donna	Vermont, U of	VT
Missouri, StLouis	PS	Pearson, Frederic	Wayne State U	MI
MIT	EC	McFadden, D	Cal, Berkeley	CA
Montana State U	CL	Ober, Josiah	Princeton U	NJ
Montana State U	EL	Ramage, John D.	Arizona State U	AZ
Montana, U of	PH	Hatley, James	Salisbury State U	MD
Morgan State U	PH	Harris, Leonard	Purdue U	IN
Mount Senairo C	SO	Smart, Alton	Wisconsin, StevensPt	WI
Music Research Inst	MU	Herndon, Marcia	Maryland, CollPk	MD
NEH	AF	Petruso, Karl	Texas, Arlington	TX
Nebraska, Lincoln	GL	Pfanner, Helmut	Vanderbilt U	TN
Needham World.	SO	Oropesa, Salvador	Penn State	PA
New School	HI	Proctor, Robert	Penn State	PA
New York U	EC	Wilhelm, Mark	Penn State	PA
New York U	MU	Shelemay, Kay	Wesleyan U	CT
New York U	PS	Brace, Paul	Illinois, Chicago	IL
NCarolina, ChplH	EL	Davis, Thadious	Brown U	RI
NCarolina, ChplH	LN	Marantz, Alec	MIT	MA
NCarolina, Grnsb	DF	Ibsen, Karma	Alabama, Birmnghm	AL
NCarolina, Grnsb	EL	Creighton, Joanne	Wesleyan U	CT
N Texas, U of	PS	Hall, Melind Gann	Wisconsin, Milwauk	WI
Northern Illinois U	AR	MacKenzie, Lynn	Du Page, C of	IL
Northern Illinois U	HI	Beik, William	Emory U	GA
Northwestern U	AR	Barkan, Leonard	Michigan, U of	MI
Northwestern U	CO	Berger, Charles	Cal, Davis	CA
Northwestern U	EC	Stokey, Nancy	Chicago, U of	IL
Northwestern U	EL	Graff, Gerald	Chicago, U of	IL
Northwestern U	EL	Roach , Joseph	Tulane U	LA
Northwestern U	EL	Warner, Michael	Rutgers, N Bruns	NJ
Notre Dame	CL	Petersen, William	Penn State	PA
Notre Dame	EL	McDonald, John J.	Duquesne U	PA
Notre Dame	PH	Foley, Richard	Rutgers, N Bruns	NJ
Oberlin C	EL	Buell, Lawrence	Harvard U	MA
Ohio State	CO	Wall, Victor	Cleveland State	OH
Ohio State	HI	Hamilton, Kenneth	Southern Methodist	TX
Ohio State	PS	Duke, Simon	Penn State	PA
Ohio State	SO	Wallace, Michael	Indiana, U of	IN
Oregon, U of	DF	Mason, Susan	Cal S U, LA	CA
Oregon, U of	EL	Girgus, Sam	Vanderbilt U	TN
Penn, U of	FL	Freed, Barbara	Carnegie Mellon	PA
Penn, U of	PH	Nehamas, Alexander	Princeton U	NJ
Penn, U of	PS	Gowa, Joanne	Princeton U	NJ
Penn, U of	SO	Block, Fred	Cal, Davis	CA
Penn, U of	SO	Figlio, Robert M.	Cal, Riverside	CA
Penn State	EC	Samuelson, Larry	Wisconsin, U of	WI
Penn State	EC	Mandle, Jay	Colgate U	NY
Pittsburgh, U of	AF	Boster, James	Cal, Irvine	CA
Pittsburgh, U of	EC	Gale, Douglas	Boston U	MA
Pittsburgh, U of	EL	Gayatri, Spivak	Columbia U	NY
Pittsburgh, U of	PS	Margolis, Michael	Cincinnati, U of	OH
Pittsburgh, U of	RE	Fredriksen, Paula	Boston U	MA
Pittsburgh, U of ['91]	EL	McKnight, Reginald	Carnegie Mellon	PA
Pittsburgh, U of ['91]	PH	Schaffner, Kenneth	George Washington	DC
Pomona C	PS	Hult, Karen	Virginia Polytechnic	VA
Princeton U	AS	Martin, Michael	Wayne State U	MI
Princeton U	CL	Segal, Charles	Harvard U	MA
Princeton U	EC	Caplin, Andrew	Columbia U	NY
Princeton U	EC	Newey, Whitney	MIT	MA
Princeton U	EL	Lerer, Seth	Stanford U	CA
Princeton U	PH	Neale, S.	Cal, Berkeley	CA
Puerto Rico U ['91]	SL	Sanchez, Luis	CUNY, City C	NY
Purdue U	EC	Foster, James	Vanderbilt U	TN
Purdue U ['91]	PH	May, Lawrence	Washington U	WA
Reed C	HI	Fox, Richard	Boston U	MA
Rice University	EL	Gallop, Jane	Wisconsin, Milwauk	WI
Rochester, U of	AR	Bryson, Norman	Harvard U	MA
Rochester, U of	EL	Bashant, Wendy	Coe College	IA
Rochester, U of	EL	Woods, Marjorie C	Texas, Austin	TX
Rochester, U of	HI	Smith, Bonnie	Rutgers, N Bruns	NJ
Rochester, U of ['91]	HI	Kelley, Donald	Rutgers, N Bruns	NJ

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FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
Rutgers	EL	Brown, Gilliian	Utah, U of	UT
Rutgers	SO	Angel, Ronald J	Texas, Austin	TX
Saint Mary's U	EL	Gutowski, John	Saint Xavier C	IL
San Diego State	DF	Chapel, Robert	Virginia, U of	VA
Santa Clara U	HI	Okihiro, Gary	Cornell U	NY
Scripps C	SO	Johnson, Roberta	Kansas, U of	KS
Skidmore C	EL	Deritter, William	Scranton, U of	PA
Smith C	EC	Carter, Susan B.	Cal, Riverside	CA
Smith C	SO	Lewis, Linda	Wittenberg U	OH
Soc Sci Res Coun ['91]	AS	Szanton, David	Cal, Berkeley	CA
South Florida	SO	Johnson, Paul	Texas Tech	TX
S California, U of	EC	Hsiao, Cheng	Cal, Irvine	CA
S California, U of	EL	Landry, Donna	Wayne State U	MI
S California, U of	EL	Ochs, Elinor	Cal, Los Angeles	CA
S California, U of	EL	Parr, James A.	Cal, Riverside	CA
Southern Illinois U	EC	Lee, Myoung-Jae	Penn State	PA
Stanford U	AF	Skinner, G. William	Cal, Davis	CA
Stanford U	DF	Richards, Sandra	Northwestern U	IL
Stanford U	EC	Bernheim, B. Douglas	Princeton U	NJ
Stanford U	FL	Allen, Beverly	Syracuse U	NY
Stanford U	GL	Berman, Russell	Columbia U	NY
Stanford U	GL	Wellberry, David	Johns Hopkins U	MD
Stanford U	PH	Barwise, Jon	Indiana, U of	IN
Stanford U	PH	Lifschitz, Vladimir	Texas, Austin	TX
SUNY, Albany	PS	Mitchell, Michael	Arizona State U	AZ
SUNY, Binghmtn	AS	Smith, Joan	Vermont, U of	VT
SUNY, Binghmtn	PS	Weisband, Edward	Virginia Polytechnic	VA
SUNY, Buffalo	FL	Wittig, Monique	Arizona, Tucson	AZ
SUNY, Oswego	PH	Bar On, Bat-Ami	SUNY, Binghmtn	NY
SUNY, Purchase	AF	Friedlander, Judith	CUNY, Hunter C	NY
SUNY, StonyBrk	HI	Semmel, Bernard	CUNY, GradSchl	NY
SUNY, StonyBrk	SO	Attewell, Paul	CUNY, GradSchl	NY
SUNY, StonyBrk	SO	Giordano, Jaime	Ohio State	OH
Swarthmore C	PS	Oye, Kenneth	MIT	MA
Syracuse U ['91]	EL	Mailloux, Steven	Cal, Irvine	CA
Temple U	CO	Roberts, Charles	E Tennessee S U	TN
Temple U	HI	Kessler-Harris, Alice	Rutgers, N Bruns	NJ
Temple U	HI	Parssinen, Terry	Maryland, CollPk	MD
Temple U	PH	Tye, Michael J.	Cal, Riverside	CA
Tennessee Tech	EL	Tabachnick, Stephen	Oklahoma, U of	OK
Texas A&M U	EL	Crucius, Timothy W.	Southern Methodist	TX
Texas A&M U	GE	Arreola, Daniel	Arizona State U	AZ
Texas A&M U	HI	Pisani, Donald	Oklahoma, U of	OK
Texas A&M U	SO	Herring, Cedric	Illinois, Chicago	IL
Texas, U of	EC	Barnett, William	Washington U	MO
Texas, U of	EL	Wimsatt, Mary Ann	S Carolina, U of	SC
Texas, U of	HI	Fitzpatrick, Sheila	Chicago, U of	IL
Texas, U of	PH	Bickhart, Mark	Lehigh U	PA
Texas, U of	SO	Cromwell, Paul	Miami, CoralGabl	FL
Texas, U of	SO	Gonzales-Perez, Ani	Michigan State U	MI
Texas, U of ['91]	EL	Brodkey, Linda	Cal, San Diego	CA
Trinity C	EL	Minot, Stephen	Cal, Riverside	CA
Tufts U	EC	Mirowski, Philip E.	Notre Dame	IN
Tulsa, U of	EL	Crewe, Jonathan	Dartmouth C	NH
US Military	PS	Woerner, Fred	Boston U	MA
Utah, U of	AR	Johnston, Richard	Cal S U, SBrnrdno	CA
Utah, U of	GL	Kovach, Thomas	Alabama, U of	AL
Utah, U of	HI	White, Richard	Washington, U of	WA
Utah, U of	MU	Cord, Edmond	Indiana, U of	IN
Utah, U of	PS	Ball, Howard	Vermont, U of	VT
Utah, U of ['91]	HI	Walthall, Anne	Cal, Irvine	CA
Vanderbilt U	EC	Burkhauser, Richard	Syracuse U	NY
Vanderbilt U	EC	Smeeding, Timothy	Syracuse U	NY
Vanderbilt U	PS	Kettl, Donald F.	Wisconsin, U of	WI
Vanderbilt U	SO	Lee, Barrett	Penn State	PA
Vermont, U of ['91]	PH	Sher, George	Rice U	TX
Virginia, U of	DF	Quigley, Austin	Columbia U	NY
Virginia, U of	EC	Eaton, Jonathan	Boston U	MA
Virginia, U of	HI	Ross, Dorothy	Johns Hopkins U	MD
Virginia, U of	SO	Lopez, Ignacio	Penn, U of	PA
Virginia, U of	SO	Taylor, Patricia	Wyoming, U of	WY
Virginia, U of ['91]	EL	Green, Barbara	Notre Dame	IN
Virginia, U of ['91]	FL	Bensmaia, Reda	Brown U	RI
Washington State	SO	Drenovsky, Cynthia	Coe College	IA
Washington U	PH	McClennon, Edward	Bowling Green S	OH
Washington U	PS	Barker, Lucius	Stanford U	CA
Washington, U of	CL	Diskin, Clay	Duke U	NC
Washington, U of	EL	Case, Sue-Ellen	Cal, Riverside	CA
Wayne State U	EC	Haines, Michael	Colgate U	NY
Wayne State U ['91]	LN	Lapointe, Steven	Cal, Davis	CA
Wesleyan U	SO	Fajardo, Salvador	SUNY, Binghmtn	NY
Wesleyan U	CL	Dyson, Stephen	SUNY, Buffalo	NY
Wesleyan U ['91]	FL	Stamelman, Richard	Colorado, U of	CO
Western Kentucky	AR	Rosnow, Nancy	Frostburg State	MD
Wisconsin, U of	AR	Bellavance, Leslie	NCarolina, ChplH	NC
Wisconsin, U of	CL	Rajan, Tilottama	Western Ontario	CAN
Wisconsin, U of	EC	Gerter, Mark	New York U	NY
Wisconsin, U of	EL	Grimm, Reinhold	Cal, Riverside	CA
Wisconsin, U of	HI	Humphreys, Stephen	Cal, SntaBarbara	CA
Wisconsin, U of	PH	Dretske, Fred	Stanford U	CA
Wisconsin, U of	SO	Stark, David	Cornell U	NY
Wisconsin, Milwauk	AF	Csordas, Thomas	Case Western Res	OH
Wisconsin, Milwauk	EL	Moylan, Thomas	George Mason U	VA
Wright State U	FL	Racevskis, Karlis	Ohio State	OH
Yale University	AR	Herbert, Robert	Mount Holyoke C	MA
Yale University	CL	Molloy, Sylvia	New York U	NY
Yale University	CL	Murnaghan, Sheila	Penn, U of	PA
Yale University	FL	Nouvet, Claire	Emory U	GA
Yale University	SO	Calvo, Hortensia	Princeton U	NJ
Yale University ['91]	EL	Freedman, Jonathan	Michigan, U of	MI
Yale University ['91]	FL	Avni, Ora	Emory U	GA
Yale University ['91]	LN	Farkas, Donka F.	Cal, SantaCruz	CA
Yale University ['91]	PH	Brody, Sarah	Rutgers, Newark	NJ
Yale University ['91]	PH	Warnke, Georgia	Cal, Riverside	CA
Youngstown State	HI	Ronda, James	Tulsa, U of	OK

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CANADA

FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
Acadia U	DF	Edell, Frederick	Saskatchewan	CAN
Alberta, U of	AF	Darnell, Regna	Western Ontario	CAN
Alberta, U of	AF	Ulmer, Fredrick	Mt Royal C	CAN
Alberta, U of	CL	Garbrah, Kweku	Michigan, U of	MI
British Columbia	SO	Hewa, Soma	Mt Royal C	CAN
Chris Stud, Toronto	PH	Rowe, William	Scranton, U of	PA
Dalhousie U	PS	Braybrooke, David	Texas, Austin	TX
Montreal, U of ['91]	CP	Godzich, Wlad	Geneva, U of	CAN
Ontario Inst	PS	Cohen, Marjorie	Simon Fraser U	CAN
Queen's U	EC	Harris, Richard	Simon Fraser U	CAN
Queen's U	EC	Olewiler, Nancy	Simon Fraser U	CAN
Queen's U	HI	Thompson, John	Duke U	NC
St. Lawrence U	FL	Garrity, Henry	Bowling Green S	OH
St. Lawrence U	HI	Waters, Neil	Middlebury C	VT
Waterloo, U of	EL	Neel, Jasper	Vanderbilt U	TN
Waterloo, U of	PH	McDonald, Michael	British Columbia	CAN
Waterloo, U of ['91]	EC	Howard, Michael C.	Cal, Riverside	CA
Warwick, U of	PH	Haack, Susan	Miami, CoralGabl	FL
Western Ontario	EC	Bruce, Smith	Cornell U	NY
Western Ontario	EC	McAffe, R. Preston	Texas, Austin	TX
York U	EL	Davey, Frankland W.	Western Ontario	CAN
York U	PH	Danielson, Peter	British Columbia	CAN
York U	SO	Pinch, Trevor	Cornell U	NY

OTHER COUNTRIES

FACULTY AT	DISC	NAME	TO TENURED POSITION AT	
(ASTRL)National U	AF	Keesing, Roger	McGill U	CAN
(ASTRL)Nat'l U ['91]	PH	Tennant, Neil	Ohio State	OH
(ASTRL)Sydney U	PH	Kerszberg, Pierre	Penn State	PA
(FR)De Gaulle	FL	Bonnefis, Philippe	Emory U	GA
(FR)Dijon ['91]	EL	Rabaté, J.-M.	Penn, U of	PA
(FR)Strasbourg	CL	Said, Suzanne	Columbia U	NY
(GR)Free U Berlin	GL	Hess-Luettich, Ernest	Indiana, U of	IN
(GR)Heidelberg	MU	Schultz, Russ A.	Centrl Washington	WA
(GR)Wittenberg	PH	Anderson, Douglas	Penn State	PA
(HK) Chinese U ['91]	AS	Lee, Thomas	CUNY, City C	NY
(HNGR)Acad. of Sci	GE	Csillag, Ferenc	Syracuse U	NY
(HNGR)Sch of Econ	HI	Berend, Ivan	Cal, Los Angeles	CA
(ISRL)Bar-Ilan	NE	Boyarin, D.	Cal, Berkeley	CA
(ISRL)Hebrew U	AS	Rubinstein, Ariel	Princeton U	NJ
(ISRL)Hebrew U	EC	Aizenman, Joshua	Dartmouth C	NH
(ISRL)Hebrew U	PH	Gaifman, Haim	Columbia U	NY
(ITAL)Verona	CP	Moretti, Franco	Columbia U	NY
(MEX)Fulbright	DF	Morton, Carlos	Cal, Riverside	CA
(MOR)Mohamed V	AF	Hammoudi, Abdellah	Princeton U	NJ
(SPAIN)Madrid	SO	Varela, Jose Luis	Texas, Austin	TX
(SWED)Umeü	SO	Kjell, Törnblom	Colorado, Denver	CO
(TAI)Natl Taiwan U	CP	Chien, Ying Ying	Penn State	PA
(UK)Bristol	GE	Short, John R.	Syracuse U	NY
(UK)Oxford	HI	Lucas, Colin	Chicago, U of	IL
(UK)Oxford ['91]	EL	Eagleton, Terry	Penn, U of	PA
(UK)Royal C of Art	AR	Rochfort, Desmond	Alberta, U of	CAN
(UK)Sussex	PH	Harrison, Bernard	Utah, U of	UT
(UK)Birmingham	HI	Herrin, Judith	Princeton U	NJ

ADDITIONS & CORRECTIONS TO APRIL 1991 JOBTRACKS

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
ART/ART HISTORY			
Indiana U	Weis, Richard	Grand Valley SU	MI
Minnesota, U of	Wicker , Nancy L.	Mankato State U	MN
ENGLISH			
Columbia U	Francus , Marilyn	West Virginia U	WV
Minnesota, U of	Brady, Laura	West Virginia U	WV
Oxford U	Stewart, David	West Virginia U	WV
Texas Christian U	Ricks, Vicki	Grand Valley SU	MI
UC SantaCruz	Rayor, Diane	Grand Valley SU	MI
Utah, U of	Miller, Jo Ellen	Grand Valley SU	MI
HISTORY			
UC Santa Barbara	O'Neill, Sean	Grand Valley SU	MI
Virginia, U of	Sommer, Elizabeth	Grand Valley SU	MI
LINGUISTICS			
Chicago, U of	Urciuoli, Bonnie	Hamilton C	NY
UC Berkeley	Jaeger, Jeri J.	SUNY, Buffalo	NY
UC San Diego	Smith, Michael B.	Oakland U	MI
Nat'l U (Austrl)	Wilkins, David P.	SUNY, Buffalo	NY
MUSIC			
Princeton U	DeBellis, Mark	Columbia U	NY
PHILOSOPHY			
Duquesne U	Howle, Vanessa	Grand Valley SU	MI
Notre Dame	Moes, Mark	Grand Valley SU	MI
Tulane U	Bushnell, Dana	Edinboro U	PA
POLITICAL SCIENCE			
Indiana, Blmngtn	Edwards, Sally	Louisville, U of	KY
Indiana, Blmngtn	Kangas, Roger	Mississippi, U of	MS
Indiana, Blmngtn	Parris, Kristen	W Washington U	WA
Indiana, Blmngtn	Pauly, Patricia	Kentucky, U of	KY
Indiana, Blmngtn	Schlager , Edella	Arizona, Tucson	AZ
RUSSIAN/SLAVIC LANGUAGES			
UC Los Angeles	Greenberg, Marc L.	Kansas, U of	KS
SPANISH/PORTUGUESE			
UC Santa Barbara	Martín-Rodríguez, Manuel	Yale University	CT

THESE TABLES reflect first-time hirings to full-time junior positions effective as of the '90-'91 academic year.

The tables should be read as follows: the institution in the third column hired for the first time to a full-time junior position the individual in column two. (It may not be the first junior position the individual has gotten.) The individual received graduate training at the institution in the first column.

Information about graduate training was obtained either from the hiring institution or from the individual. This information has not been double-checked with each training institution.

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